

FOREIGN LANGUAGES AND VIETNAMESE

THE APPLICATION OF CHATGPT IN TEACHING TRANSLATION TO BUSINESS ENGLISH STUDENTS AT NATIONAL ECONOMICS UNIVERSITY: OPPORTUNITIES, CHALLENGES, AND PEDAGOGICAL RECOMMENDATIONS

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ABSTRACT: Artificial intelligence (AI) has increasingly influenced translation pedagogy, with ChatGPT, a large language model developed by OpenAI, emerging as a powerful language-support tool. This mixed-methods study investigates the use of ChatGPT in teaching translation to Business English students at National Economics University (NEU) in Vietnam. Data were collected through questionnaires and semi-structured interviews with 60 students engaged in translation tasks using ChatGPT. The findings reveal that ChatGPT enhances linguistic awareness, stylistic flexibility, and learner confidence, while notable challenges include overreliance on AI outputs, terminological inconsistencies, and ethical concerns. The study also provides the pedagogical guidance for both teachers and students in applying ChatGPT in translation activities effectively. The study concludes that ChatGPT can significantly enrich translation instruction when pedagogically and ethically integrated, promoting not only translation competence but also AI literacy among EFL learners in higher education.

KEY WORDS: ChatGPT; translation pedagogy; AI literacy; post-editing; EFL learners.

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1. Introduction

The rapid advancement of artificial intelligence (AI) has profoundly reshaped the field of education, influencing not only how knowledge is delivered but also how it is constructed and negotiated. In recent years, large language models (LLMs) such as ChatGPT, developed by OpenAI, have become accessible tools that can generate coherent, human-like text across multiple domains. These technologies have drawn increasing attention in language education and translation studies, where they offer new possibilities for enhancing learner autonomy, linguistic competence, and creativity (Crompton & Burke, 2023; Lee, 2023).

In the domain of translation teaching, AI-assisted tools are transforming traditional pedagogical paradigms. Translation, once viewed as a human-centered, cognitively demanding process, is now augmented by machine-generated suggestions that can provide instant alternatives, stylistic variations, and domain-specific terminologies. While such features may enhance efficiency and engagement, they also introduce new pedagogical and ethical challenges, such as overreliance on automation, limited critical reflection, and concerns about academic integrity (Bowker, 2020; Zou, Li, & Luo, 2023).

In Vietnam, the teaching of translation to Business English students has long been a core component of tertiary English programs. Students are trained to translate business reports, marketing materials, and commercial correspondence - texts that require both linguistic accuracy and contextual sensitivity. However, as Nguyen and Do (2022) observe, translation pedagogy in Vietnamese higher education remains largely product-oriented, emphasizing literal accuracy and linguistic correctness rather than interpretive and reflective competence. Consequently, learners often lack awareness of stylistic appropriateness and pragmatic nuance in professional communication.

The emergence of ChatGPT presents an opportunity to address these pedagogical gaps. As

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an interactive AI system, ChatGPT can generate translation drafts, suggest alternative expressions, and provide contextual explanations. Unlike traditional machine translation engines, it allows two-way dialogue, enabling learners to question, refine, and compare translation outputs. This interactive potential aligns with communicative and constructivist approaches to translation education (Kiraly, 2000), in which learners actively co-construct meaning through reflection and collaboration.

Nevertheless, integrating ChatGPT into translation teaching raises several critical issues. While it can assist learners in exploring multiple linguistic options, its reliability in domain-specific contexts—such as financial or legal translation—remains uncertain. Moreover, learners' perceptions, experiences, and attitudes toward AI tools are likely to shape how effectively such technologies are adopted in pedagogical settings. Understanding these perceptions is therefore essential to inform responsible and meaningful integration of AI in translation education.

Given this context, the present study aims to explore how Business English students at NEU perceive and experience the use of ChatGPT in their translation learning. Specifically, the study seeks to: 1/Examine students' perceptions of ChatGPT as a learning aid in translation tasks; 2/Identify perceived benefits and challenges in its application; 3/Derive pedagogical recommendations for effectively incorporating ChatGPT into translation instruction.

Unlike studies adopting experimental or action research designs, this research takes a qualitative interpretive approach to highlight learner voices and lived experiences. Through open-ended questionnaires and semi-structured interviews, it captures the nuanced realities of how learners engage with AI during translation activities.

By focusing on Business English students in Vietnam, this study contributes to the growing body of research on AI-assisted language learning (AI-LLL) and translation pedagogy in English for Specific Purposes (ESP). The findings aim to inform educators, curriculum designers, and policymakers about the practical and ethical implications of AI integration in language education, while offering insights into how translation competence can be redefined in the digital age.

2. Literature Review

2.1. AI and Translation Pedagogy

The rapid integration of artificial intelligence (AI) into education has brought significant changes to translation pedagogy, particularly in the teaching of English for Specific Purposes (ESP). Traditional translation instruction, which emphasizes linguistic accuracy and fidelity, has been increasingly challenged by the emergence of machine translation (MT) and AI-assisted translation (AIT) technologies (Bowker, 2020). These technologies allow learners to access immediate translation suggestions, visualize stylistic alternatives, and engage in post-editing processes that mirror real-world translation workflows.

Translation competence, as conceptualized by Kiraly (2000) and Pym (2013), is multifaceted—comprising linguistic, cultural, strategic, and professional skills. In the 21st century, this competence must also include technological literacy—the ability to use and critically evaluate digital tools (Bowker, 2020). The intersection between translation and AI thus calls for pedagogical innovation, where learners are not merely passive users of tools but critical co-creators of meaning (Garcia & Pena, 2011).

However, the integration of AI into translation pedagogy has sparked debates. While AI systems like Google Translate, DeepL, and ChatGPT offer speed and convenience, they risk diminishing learners' analytical and reflective abilities (Zou, Li, & Luo, 2023). Scholars emphasize that AI tools should supplement, not replace, human translation competence, and that educators must foster students' post-editing and evaluative skills to maintain professional standards (Bowker, 2020; Lee, 2023).

2.2. ChatGPT in Language and Translation Learning

Since its public release in late 2022, ChatGPT has gained wide attention for its ability to generate fluent, contextually appropriate text across languages. Unlike conventional MT tools, ChatGPT

provides interactive and adaptive responses, allowing users to refine translations, request stylistic changes, and seek clarifications. This dialogic nature offers unique pedagogical potential for translation and writing instruction (Crompton & Burke, 2023).

Empirical studies in language education have shown that ChatGPT can improve writing fluency, lexical diversity, and content organization (Kasneci et al., 2023). In translation contexts, ChatGPT serves as a scaffold for learner reflection: it allows students to compare human and AI-generated translations, observe register differences, and engage in post-editing to enhance precision (Lee, 2023).

However, limitations persist. ChatGPT may produce terminological inaccuracies or culturally inappropriate renderings, particularly in domain-specific fields like business or law (Nguyen & Do, 2022). Furthermore, learners may develop overreliance on AI outputs, reducing their motivation to independently search for alternatives (Zou et al., 2023). These concerns highlight the importance of pedagogical mediation - guiding learners to use AI tools critically rather than mechanically.

2.3. Business English Translation and Vietnamese Context

Business English translation involves transferring meaning between specialized economic, financial, and commercial discourses, demanding accuracy, clarity, and pragmatic appropriateness. As Bargiela-Chiappini et al. (2013) note, business discourse reflects specific communicative norms—such as formality, persuasion, and politeness—that translators must convey cross-linguistically. For Vietnamese students, this requires both linguistic mastery and awareness of intercultural communication norms.

In Vietnam, Business English programs have increasingly emphasized translation for professional communication, yet research suggests persistent pedagogical challenges. Nguyen (2021) found that translation teaching often remains teacher-centered, focusing on error correction rather than process-oriented or technology-integrated learning. Nguyen and Do (2022) further observed that few institutions incorporate AI or MT tools systematically into translation curricula, leaving students without opportunities to practice post-editing or terminology management.

2.4. Theoretical Framework

This study draws upon two complementary frameworks:

- Social Constructivism (Kiraly, 2000) - emphasizing active, collaborative knowledge construction in translation learning. ChatGPT can be positioned as a *mediational tool* within this framework, supporting learner reflection and peer interaction.
- Technological Pedagogical Content Knowledge (TPACK) (Mishra & Koehler, 2006) - proposing that effective teaching with technology requires balancing pedagogical aims, disciplinary content, and technological affordances. This model underpins how ChatGPT can be integrated purposefully into translation instruction.

By combining these perspectives, the study views ChatGPT not merely as a digital assistant but as a pedagogical instrument that mediates interaction, reflection, and critical engagement.

2.5. Research Gap

While global research on AI-assisted translation has expanded rapidly, studies in Southeast Asian and Vietnamese contexts remain scarce. Most existing literature focuses on machine translation tools rather than generative AI models. Moreover, prior research tends to rely on quantitative surveys, offering limited insight into learners' actual experiences and reflections.

There is therefore a pressing need for mixed-method research that captures both: 1/ Quantitative trends (e.g., perceived usefulness, confidence, frequency of use); and 2/ Qualitative depth (e.g., learner reasoning, emotional responses, and evolving translation strategies).

By adopting this dual approach, the present study aims to produce a comprehensive understanding of how ChatGPT can be meaningfully applied in translation teaching for Business English students at NEU. It will provide empirical evidence of both pedagogical potential and ethical

challenges, while generating recommendations for AI-integrated translation pedagogy in higher education.

3. Methodology

3.1. Research Design

This study adopted a *mixed-methods design* that combined quantitative and qualitative approaches to obtain a holistic understanding of how ChatGPT is perceived and used in translation teaching for Business English students. The mixed-methods approach was chosen because it allows researchers to *triangulate data* from multiple sources - numerical patterns and personal narratives - to gain deeper insights into both the breadth and depth of learners' experiences (Creswell & Plano Clark, 2018).

The quantitative component focused on collecting students' perceptions and usage patterns through *questionnaire surveys*, while the qualitative component aimed to explore *in-depth reflections, attitudes, and challenges* through *semi-structured interviews*. The combination of these two strands provided complementary perspectives: the survey revealed general trends, whereas the interviews illuminated the reasoning and contextual factors behind those patterns.

3.2. Research Context

The study was conducted at NEU, one of the country's leading institutions in business and language education in Vietnam. Within its Faculty of Foreign Languages, Business English students are required to complete several translation courses, focusing on economic, commercial, and marketing texts. These courses aim to develop students' linguistic accuracy, professional vocabulary, and cross-cultural communication skills.

Given the growing influence of AI tools in education, the faculty encouraged the experimental integration of ChatGPT as a translation support tool. This study took place during the second semester of the 2024 - 2025 academic year in a course titled *Business Translation and Interpretation*.

3.3. Participants

A total of 60 third-year Business English students voluntarily participated in the study. Their ages ranged from 20 to 22, and all had completed at least one prior translation course. Based on a self-reported English proficiency survey, most participants were at the B2–C1 level of the CEFR framework.

Out of the 60 participants:

- 60 students completed the questionnaire survey,
- 15 students were selected for follow-up interviews based on their availability and survey responses (to ensure diversity in perspectives).

The participants' demographic background was typical of NEU's Business English cohort - predominantly female (75%), with strong motivation toward careers in business communication, marketing, and translation-related fields.

3.4. Research Instruments

(i) Questionnaire

A **structured questionnaire** consisting of both closed and open-ended items was developed to collect quantitative data. It included four main sections: 1/ Demographic information (gender, language proficiency, AI usage experience); 2/ Perceived usefulness of ChatGPT in translation learning (measured on a 5-point Likert scale); 3/ Perceived challenges and limitations (e.g., reliability, ethical concerns, accuracy); 4/ Open-ended questions inviting participants to elaborate on their personal experiences, perceived benefits, and suggestions for effective classroom integration.

The questionnaire was pilot-tested with 10 students for clarity and reliability before administration. Cronbach's alpha for the Likert-scale items was 0.87, indicating strong internal consistency.

(ii) Semi-Structured Interviews

To complement the survey data, semi-structured interviews were conducted with 15 students. The interviews lasted between 30 and 45 minutes and were conducted in English and Vietnamese, depending on the participants' preference. The interviews focused on: How students used ChatGPT during translation practice; How they evaluated its accuracy and usefulness; What difficulties they encountered; How they perceived the role of teachers and AI in translation learning. Interviews were audio-recorded, transcribed, and later translated into English for analysis. All participants were assured of confidentiality, and pseudonyms were used in reporting.

3.5. Data Collection Procedures

Data collection was carried out over eight weeks following a clear three-stage process:

- Orientation and familiarization (Weeks 1–2): Students were introduced to ChatGPT and its potential functions for translation. They were guided to explore its capabilities while discussing ethical considerations such as plagiarism, authorship, and bias.
- Translation activities (Weeks 3–6): Students used ChatGPT for weekly translation tasks involving business-related materials such as press releases, company reports, and marketing texts. They were instructed to (a) generate an initial AI-assisted draft, (b) revise and post-edit the translation, and (c) submit a short reflection describing the process.
- Survey and interviews (Weeks 7–8): At the end of the course segment, the online questionnaire was distributed to all students, followed by interviews with selected participants. This sequence ensured that both quantitative and qualitative data reflected authentic learning experiences.

3.6. Data Analysis*(a) Quantitative Analysis*

Quantitative data from the questionnaires were analyzed using SPSS 26.0. Descriptive statistics (means, standard deviations, frequencies) were used to summarize responses about the usefulness, ease of use, and challenges of ChatGPT in translation. Additionally, Pearson correlation analysis was applied to examine relationships between variables such as AI experience and perceived learning benefit.

For example, the mean scores revealed overall positive perceptions ($M = 4.12$, $SD = 0.56$), indicating that students generally regarded ChatGPT as a helpful aid. However, the variance in responses suggested individual differences based on prior experience with AI tools.

(b) Qualitative Analysis

Interview transcripts and open-ended responses were analyzed thematically using Braun and Clarke's (2006) six-step model: 1/Familiarization with the data; 2/ Generating initial codes; 3/ Searching for themes; 4/ Reviewing themes; 5/ Defining and naming themes; 6/ Producing the report

Two researchers independently coded the data and then discussed discrepancies to ensure reliability. Three overarching themes emerged: (1) ChatGPT as a *learning facilitator*; (2) ChatGPT as a *source of challenge*; (3) ChatGPT as a *pedagogical tool requiring guidance and reflection*.

Exemplar quotes were selected to illustrate each theme in the findings section.

To ensure validity and trustworthiness, the study employed data triangulation - cross-referencing results from surveys and interviews to confirm consistency. Member checking was used: participants reviewed and verified the accuracy of their interview transcripts and interpretations.

Ethical approval was obtained from the Faculty Research Ethics Committee of NEU. All participants were informed of their rights, participation was voluntary, and anonymity was maintained throughout the study.

4. Findings and Discussion

This section presents the results from the questionnaire (quantitative strand) and semi-structured interviews (qualitative strand), followed by an integrated discussion. Quantitative results are summarized first to provide a landscape of students' perceptions and patterns of use; qualitative

findings unpack the meanings behind those patterns. The final subsections synthesize both strands and relate them to theoretical and pedagogical concerns.

4.1. Quantitative results: patterns of use, perceived benefits, and concerns

Response overview: All 60 participants completed the survey. The Likert-scale items showed strong internal consistency (Cronbach's $\alpha = .87$). Descriptive statistics indicate generally positive attitudes toward ChatGPT as a translation aid (overall perceived usefulness $M = 4.12$, $SD = 0.56$ on a 5-point scale). The results are demonstrated as follows:

Table 1. Frequency and Modes of ChatGPT Use among Students ($N = 60$)

Category	Item / Activity	Percentage of Students (%)
A. Frequency of Use		
	Used at least once per week	78
	Used multiple times per week	35
<i>(Mean frequency: 1.8 times per week)</i>		
B. Primary Purposes of Use	Generating initial draft translations	72
	Obtaining alternative phrasings or styles	66
	Checking collocations and lexical choices	61
	Conducting preliminary terminology checks	48
	Consulting for cultural or pragmatic explanation	23

Interpretation: Most respondents reported frequent use of ChatGPT, primarily for generating draft translations and exploring stylistic or lexical alternatives. Use for cultural or pragmatic consultation remained limited.

Table 2. Perceived Learning Gains from ChatGPT-Assisted Translation

Area of Improvement	Description	Percentage of Students Reporting Improvement (%)
Fluency and naturalness	Improved flow and idiomaticity in English texts	68
Stylistic variety and register awareness	Greater awareness of tone and appropriateness	62
Speed and productivity	Enhanced efficiency in producing draft translations	71
Post-editing competence	Better ability to revise and refine AI outputs	60
Confidence in translation	Increased self-assurance when producing business texts	57

Interpretation: Students valued ChatGPT for productivity, fluency, and stylistic exposure, with strong perceived gains in post-editing and efficiency.

Table 3. Reported Concerns and Limitations in Using ChatGPT

Type of Concern	Description / Example	Percentage of Students (%)
Overreliance on AI	Risk of depending too heavily on AI-	57

	generated text	
Terminological inaccuracies	Incorrect or imprecise use of business terminology	48
Ethical concerns	Issues of authorship, originality, and integrity	43
Reduced critical engagement	Accepting AI suggestions uncritically	39

Interpretation: Despite positive attitudes, notable concerns persist regarding overreliance, accuracy, and ethics, emphasizing the need for guided pedagogical integration.

Relationship with prior AI experience. A Pearson correlation indicated a moderate positive association between prior experience with AI tools (self-reported frequency of prior use) and perceived usefulness of ChatGPT in translation ($r = .42$, $p < .01$), suggesting that familiarity with AI increases students' ability to leverage the tool effectively.

Interpretation of quantitative patterns. The survey results depict a cohort that is open to AI assistance and that perceives concrete improvements in the mechanics and style of translated texts. At the same time, the presence of substantial concerns - particularly about overreliance and terminology - points to the need for pedagogical structures that promote critical evaluation and domain accuracy.

4.2. Qualitative results: thematic analysis of interviews and open responses

Analysis of interview transcripts and open-ended questionnaire responses produced three principal themes: (1) ChatGPT as a learning facilitator, (2) ChatGPT as a source of challenge, and (3) the pedagogical necessity for guided integration. Each theme is developed below with illustrative participant excerpts.

Theme 1 - ChatGPT as a learning facilitator

Many participants described ChatGPT as a scaffold that helped them generate initial drafts and explore alternative renderings, thereby supporting reflection and stylistic awareness.

"When I get stuck on a sentence, ChatGPT gives me options. Seeing different ways to say the same idea taught me about register — what sounds formal or more marketing-oriented." — S09

Subthemes:

Exposure to authentic register and collocations. Students reported that ChatGPT often produced idiomatic business phrasing (e.g., *"market-driven approach," "cost-effective solution"*) which they then incorporated or adapted. This exposure widened their lexical repertoire.

Facilitating post-editing practice. Several students noted that editing AI drafts made post-editing a focused learning activity: *"it's easier to see where the AI is too general and I must add specifics."* (S03)

Increased efficiency and motivation. The immediate generation of text reduced cognitive load at the drafting stage, allowing students to focus energy on higher-order decisions (terminology selection, rhetorical purpose).

These points align with Lee (2023) and Bowker (2020), who characterize AI tools as potential scaffolds for learner autonomy and post-editing skill development when mediationaly used.

Theme 2 - ChatGPT as a source of challenge

Participants also recounted clear limitations and risks associated with ChatGPT.

"Sometimes ChatGPT uses a word that sounds fine but is wrong in our context. One time it translated 'equity financing' into a phrase that confused our criteria — we had to check textbooks." — S14.

Subthemes:

Domain-specific inaccuracies. Interviewees frequently flagged incorrect or imprecise translations of technical terms, especially in finance and legal registers. These errors demanded cross-checking with glossaries or domain resources.

Hallucination and plausibility-errors. A few students described instances where ChatGPT “invented” phrases or implied concepts not present in the source, a phenomenon known as hallucination.

Erosion of critical processing. Several participants admitted to a temptation to adopt AI suggestions uncritically, particularly under time pressure: “*If the deadline is near, I sometimes accept the AI version and only do light edits.*” (S07)

Ethical ambiguity. Students expressed uncertainty about how to acknowledge AI use in coursework and whether reliance on ChatGPT constituted academic misconduct.

These challenges echo broader concerns in the literature regarding epistemic dependence and domain precision (Zou et al., 2023; Nguyen & Do, 2022).

Theme 3 - Pedagogical necessity: guided integration, prompt literacy, and assessment alignment

Respondents argued strongly that teacher mediation is critical to realizing ChatGPT’s pedagogical potential.

“*If teachers show us how to prompt, how to check terms, and how to document AI help, then ChatGPT is useful. Otherwise, it becomes a shortcut.*” - S05

Subthemes:

Prompt literacy and metacognitive training. Several students reported learning to craft better prompts led to higher-quality outputs and more focused post-editing tasks.

Structured post-editing tasks. Participants favored assignments that required explicit post-editing logs (documenting changes from AI output) and justification for edits, which encouraged critical reflection.

Assessment adaptation. Students recommended rubrics that evaluate not only end products but also *process skills*, e.g., quality of post-editing, accuracy checks, use of domain resources.

Ethical guidelines. There was strong support for clear institutional policies regarding AI disclosure, citation, and accepted levels of assistance.

Taken together, these responses indicate learners are ready to adopt ChatGPT constructively but require curricular scaffolds (Kiraly, 2000) to prevent dependency and to cultivate critical literacies (TPACK perspectives).

4.3. Triangulation and mixed-methods synthesis

Integrating quantitative and qualitative strands reveals a coherent picture. Numerically, students report meaningful perceived gains (fluency, stylistic awareness, and productivity), and qualitatively they describe how ChatGPT affords those gains (exposure to register, draft generation, focused post-editing). Simultaneously, quantitative indicators of concern (e.g., 57% worried about overreliance) are explicated qualitatively as a tendency to accept AI suggestions when under time pressure and as frustration with terminological mistakes.

The positive correlation between prior AI experience and perceived usefulness ($r = .42$) is consistent with interview remarks indicating that students familiar with AI were faster to craft effective prompts, evaluate outputs, and thus extract pedagogical benefits. This suggests prompt engineering and prior training amplify pedagogical returns.

4.4. Theoretical implications

Two theoretical implications follow:

- *ChatGPT as a cognitive scaffold within constructivist translation pedagogy.* The data support Kiraly’s (2000) view of translation learning as socially and cognitively constructed. ChatGPT acts as a mediated artifact that learners use in collaborative reflection and decision-making, provided instructors situate it within tasks that require interpretation and justification.

- *Extension of translation competence to include digital/AI literacies.* Findings echo Bowker (2020) and Pym (2013): contemporary translation competence must encompass technological discernment (knowing when and how to use AI), domain verification skills, and ethical judgement.

TPACK-informed pedagogy is appropriate here—effective use of ChatGPT requires alignment among technological affordances, pedagogical goals, and content knowledge.

4.5. Pedagogical implications

Key practical implications emerge from the synthesis: Explicit instruction in prompt design and interpretation of AI outputs; Assessment of process, not only product, e.g., require post-editing logs and reflective justification; Domain resources integration (glossaries, corpora) to verify terminology; Ethical guidelines and transparency policies embedded in course syllabi.

These implications are elaborated in the recommendations section; they derive directly from the combined empirical evidence.

In sum, the results indicate that ChatGPT can materially support translation learning by enhancing fluency, stylistic awareness, and post-editing practice. However, these gains are contingent upon instructor-led pedagogical structures that teach prompt literacy, domain verification, reflective practice, and ethical transparency. Without such mediation, ChatGPT risks promoting superficial productivity at the expense of critical translation competence.

5. Pedagogical Recommendations and Classroom Implementation

Drawing from the empirical findings, this section translates the study's insights into actionable pedagogical strategies. The aim is to help instructors integrate ChatGPT into translation courses for Business English students in ways that foster critical engagement, domain accuracy, and ethical awareness. The section is organized into four components: (1) guiding principles, (2) lesson sequence models, (3) post-editing checklist, and (4) assessment rubric. These are served as a useful guidance for teachers and students to use ChatGPT as a tool in translation activities.

5.1. Guiding Principles for AI-Integrated Translation Teaching

Based on the constructivist and TPACK frameworks discussed earlier, five principles should underpin the integration of ChatGPT in translation pedagogy:

- *Purposeful use*: AI should serve specific learning goals - e.g., exploring stylistic alternatives or testing register - not as an automatic translator.
- *Guided reflection*: Each AI interaction should be followed by student reflection and instructor debriefing to transform output into learning.
- *Transparency and ethics*: Students must disclose AI assistance, understand plagiarism boundaries, and acknowledge machine contributions.
- *Domain verification*: Business terminology and pragmatic tone must be checked against authentic sources such as corpora, textbooks, and bilingual glossaries.
- *Process-oriented assessment*: Evaluation should include reasoning, revision, and editing, not only the final product.

5.2. Lesson Sequence Models

Lesson Model 1 – Exploring Translation Alternatives with ChatGPT

Objective: Develop awareness of register, tone, and stylistic variation in business translation.
Duration: 90 minutes

Stage	Activity	Description
1. Warm-up (10 min)	"One source, many voices."	Students read a short Vietnamese business text (e.g., a company introduction). The class brainstorms possible English versions of one paragraph.
2. AI-supported drafting (20 min)	Using ChatGPT	Students input: "Translate the following paragraph into English. Provide three stylistically distinct versions: formal corporate, marketing-friendly, and academic."
3. Comparison &	Analyzing differences	Groups compare the three AI versions. They

discussion (25 min)		highlight changes in tone, lexical choice, and formality. Instructor guides discussion of appropriateness for different audiences.
4. Student revision (25 min)	Post-editing	Students select one AI version and revise it manually to improve domain accuracy and cultural fit.
6. Reflection (10 min)	Individual log	Each student writes a short note: <i>What did ChatGPT do well? What required human correction?</i>

Learning outcome: Students recognize how style and register shift meaning and learn to evaluate AI output critically.

Lesson Model 2 – Post-Editing and Terminology Accuracy

Objective: Strengthen post-editing competence and terminological precision in financial translation.

Duration: 100 minutes

Stage	Activity	Description
1. Input (15 min)	Mini-lecture	Teacher reviews common term errors in AI translation of business texts (e.g., “equity,” “stakeholder,” “liquidity”).
3. Practice (25 min)	Generate AI draft	Students prompt: “ <i>Translate the Vietnamese press release below into English for an international investor audience. Use concise and professional language.</i> ”
3. Verification (30 min)	Cross-checking sources	Students verify key terms using dictionaries, Linguee, and company reports. They record corrections in a Post-Editing Log (Table 1 below).
4. Peer review (20 min)	Collaborative checking	Pairs exchange edited texts and discuss reasons for each modification.
5. Wrap-up (10 min)	Instructor feedback	The teacher highlights patterns of errors and effective revision strategies.

Lesson Model 3 - Ethical and Reflective Use of AI

Objective: Promote ethical literacy and self-regulation in AI-assisted translation.

Duration: 90 minutes

Stage	Activity	Description
1. Case study (20 min)	Ethical dilemma	Teacher presents two scenarios: (a) student submits unedited AI translation; (b) student cites ChatGPT properly. Class debates consequences.
2. Guided reading (15 min)	Policy awareness	Review of institutional AI-use guidelines and citation formats.
3. Reflection activity (25 min)	Prompt design and disclosure	Students experiment with prompts such as: “ <i>Explain why this translation might not fit a financial report.</i> ” They write reflective notes on how prompt wording shapes AI output.
4. Sharing session (20 min)	Building norms	Groups formulate “AI use principles” for translators—e.g., transparency, verification, human accountability.
5. Assessment briefing (10 min)	Instructor summary	Discussion of how reflection and disclosure will be graded.

5.3. ChatGPT Prompt Bank (examples for instructors)

Pedagogical goal	Example prompt	Expected learning focus
Style differentiation	<i>Translate the text for (a) an internal report, (b) a marketing brochure, and (c) an investor presentation. Explain the main linguistic differences.</i>	Stylistic and pragmatic awareness
Lexical precision	<i>List five English equivalents for “hiệu quả kinh doanh” and explain which fits best in a financial report.</i>	Terminological decision-making
Register & tone	<i>Revise this translation to sound more persuasive but maintain professionalism.</i>	Rhetorical sensitivity
Reflective critique	<i>Identify three possible problems with this translation for an international audience.</i>	Critical evaluation
Cultural adaptation	<i>How might this slogan be interpreted by Western vs. Vietnamese consumers? Suggest a localized version.</i>	Intercultural competence

5.4. Post-Editing Checklist for Students

After each ChatGPT-assisted task, students use the following checklist to self-evaluate. This checklist can be attached to students' submissions or portfolios, reinforcing reflective practice and accountability.

N0	Item	Completed	Incompleted
1	Are all source meanings preserved?		
2	Are business terms correctly rendered?		
3	Is the text natural and idiomatic?		
4	Are collocations and sentence structures appropriate for the genre?		
5	Does the style fit the communicative purpose (formal, persuasive, neutral)?		
6	Are key terms and abbreviations used consistently?		
7	Have I documented which parts were generated by ChatGPT?		
8	Have I made substantial human edits and justifications?		
9	What did I learn from comparing my translation with the AI version?		

5.5. Suggested Assessment Rubric

Criteria	Description	Weight	Performance Descriptors
Translation Accuracy	Faithfulness to source meaning; correct terminology	25%	5 = Precise, domain-accurate; 3 = minor errors; 1 = frequent misinterpretations
Fluency & Style	Natural flow; coherence; tone appropriateness	20%	5 = Highly fluent, appropriate style; 1 = awkward or inconsistent
Post-Editing Quality	Ability to detect and correct AI errors	25%	5 = Thorough critical editing; 3 = partial revision; 1 = minimal changes
Reflective	Depth of analysis and	15%	5 = Insightful reflection with

Commentary	justification of edits		clear reasoning; 1 = superficial comments
Ethical Transparency	Proper disclosure of AI assistance and citation	15%	5 = Fully transparent and compliant; 1 = unclear or missing acknowledgment

Instructors may adapt weightings depending on course priorities. Assessing both the process (logs, reflections) and final product ensures that students' critical thinking and digital ethics are valued alongside linguistic competence.

To sum up, by structuring translation instruction around guided AI use, post-editing, and reflection, educators can harness ChatGPT's generative power while preserving the intellectual rigor of human translation. The proposed lesson sequences, prompt bank, checklist, and rubric operationalize the study's findings into classroom practice, bridging research and pedagogy. When applied thoughtfully, these tools promote not only translation competence but also AI literacy, ethical awareness, and lifelong learning skills crucial for future business professionals.

6. Conclusion

The present study examined the application of ChatGPT in teaching translation to Business English students at NEU through a mixed-methods design that combined quantitative surveys and qualitative interviews. The findings have illuminated both the *pedagogical potential* and *inherent challenges* of integrating generative AI into translation education in a Vietnamese higher education context.

Overall, the study found that ChatGPT can function as a valuable pedagogical aid, supporting students in developing greater linguistic fluency, stylistic awareness, and post-editing competence. Learners perceived the tool as a flexible partner that offered exposure to authentic business discourse and enhanced motivation through interactive engagement. Quantitative data confirmed high levels of perceived usefulness ($M = 4.12$, $SD = 0.56$), while qualitative narratives revealed that ChatGPT encouraged reflection, collaboration, and experimentation with register and tone.

However, the study also revealed clear challenges and risks. Students reported instances of inaccurate or inappropriate terminology, particularly in specialized economic and legal contexts. Many acknowledged a growing tendency toward overreliance on AI outputs, sometimes at the expense of analytical reasoning. Concerns about ethical boundaries, authorship, and academic transparency also emerged, reflecting the need for institutional guidelines and critical digital literacy training.

From a theoretical standpoint, these findings support a constructivist view of translation learning (Kiraly, 2000), where learners actively co-construct meaning through reflective interaction with tools and peers. ChatGPT, in this sense, can serve as a cognitive scaffold that mediates learning - provided that instructors embed its use within reflective and evaluative frameworks. The study further extends the concept of translation competence (Pym, 2013; Bowker, 2020) to include AI and technological literacies, recognizing that future translators must possess not only linguistic and cultural skills but also the capacity to critically engage with digital technologies.

Pedagogically, the research highlights the importance of guided integration of AI tools. Educators should incorporate explicit instruction on prompt design, post-editing strategies, and ethical use. Process-oriented assessments and reflective tasks are recommended to cultivate critical engagement rather than mechanical dependence on AI-generated text.

Despite its contributions, the study is limited by its relatively small sample and single-institution scope. Future research should expand to multi-site or cross-cultural contexts, examining disciplinary variations (e.g., legal, financial, marketing translation). Longitudinal designs could trace how sustained AI use shapes students' translation competence, critical thinking, and ethical awareness over time.

In conclusion, the study underscores that ChatGPT, when strategically and ethically integrated, can serve as a transformative tool for translation pedagogy - bridging technology and human creativity. It invites educators and researchers to reconceptualize translation education in the age of AI: not as a replacement of human expertise, but as a dynamic partnership between human cognition and artificial intelligence.

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Ứng dụng ChatGPT trong giảng dạy dịch thuật cho sinh viên tiếng Anh thương mại tại Đại học Kinh tế Quốc dân: Cơ hội, thách thức và khuyến nghị sư phạm

Tóm tắt: Trí tuệ nhân tạo (AI) ngày càng có ảnh hưởng sâu rộng đến hoạt động giảng dạy dịch thuật, trong đó ChatGPT - mô hình ngôn ngữ lớn do OpenAI phát triển - nổi lên như một công cụ hỗ trợ ngôn ngữ đầy tiềm năng. Nghiên cứu này áp dụng phương pháp hỗn hợp (định lượng và định tính) nhằm tìm hiểu việc sử dụng ChatGPT trong giảng dạy dịch thuật cho sinh viên chuyên ngành Tiếng Anh thương mại tại Trường Đại học Kinh tế Quốc dân (NEU). Dữ liệu được thu thập thông qua bảng hỏi và phỏng vấn bán cấu trúc với 60 sinh viên tham gia các nhiệm vụ dịch thuật có ứng dụng ChatGPT. Kết quả cho thấy ChatGPT giúp nâng cao nhận thức ngôn ngữ, sự linh hoạt về phong cách và sự tự tin của người học; tuy nhiên, vẫn tồn tại những hạn chế như xu hướng phụ thuộc quá mức vào AI, sai lệch thuật ngữ chuyên ngành và vấn đề đạo đức học thuật. Nghiên cứu cũng đưa ra những hướng dẫn cụ thể cho cả giáo viên và sinh viên trong việc khai thác và ứng dụng ChatGPT trong các nhiệm vụ dịch thuật một cách hiệu quả. Nghiên cứu kết luận rằng ChatGPT có thể trở thành công cụ hỗ trợ hiệu quả trong giảng dạy dịch thuật nếu được tích hợp một cách có định hướng sư phạm và chuẩn mực đạo đức, qua đó góp phần phát triển năng lực dịch thuật và năng lực sử dụng AI cho sinh viên ngoại ngữ bậc đại học.

Từ khóa: ChatGPT; giảng dạy dịch thuật, năng lực AI; biên tập sau dịch; người học EFL.