BRU ELT JOURNAL
Vol.4 No.1 (January-April) 2026
ISSN 2822-1311 (Online)
DOI: https://doi.org/10.62819/bej.2026.3194

# Adaptation to AI-integrated Translation Education: A Case Study

**Nguyen Vu Khanh[1*] / Vo Thi Lien Huong[2] / Truong Bach Le[3]**
[1,2,3]Faculty of English, University of Foreign Languages and International Studies,
Hue University, Hue City, Vietnam
Email: nvkhanh.dhnn@hueuni.edu.vn

**Received:** April 7, 2026
**Revised:** April 20, 2026
**Accepted:** April 22, 2026

## Abstract

Translation teaching and learning (TTL) in Vietnamese higher education, particularly within English as a Foreign Language (EFL) programmes, is increasingly reshaped by the integration of artificial intelligence (AI) in translation education through AI translation tools. This development has prompted lecturers, especially novices, to reconsider their teaching practices. This qualitative single-case study explores how a novice lecturer at a university in central Vietnam perceives the benefits and challenges of these tools in TTL and how she adapts her instructions in response. Collected through a semi-structured interview and video-based classroom observations of four online class sessions conducted in January 2026, the data were analyzed using an inductive thematic approach, with themes developed through iterative coding and triangulation across interview and observational sources. The findings indicate that AI translation tools are seen as an inevitable feature of contemporary TTL. While acknowledging their affordances in supporting drafting, comparison, reflective learning, and pedagogical innovation, the lecturer also raise concerns about student overreliance, assessment validity, and institutional constraints. In response, she adopts a three-step approach-independent translation, consultation of AI translation tools, and critical justification-which appears to enhance students' performance, confidence, and decision-making. The study highlights the importance of pedagogically guided AI integration in TLL and its implications for EFL and English Language Teaching.

**Keywords:** Translation teaching and learning (TTL), English as a foreign language (EFL), Vietnamese higher education, artificial intelligence (AI) translation tools, novice lecturers

## Introduction

Traditionally, translation education emphasized the development of linguistic competence, cultural knowledge, and manual translation skills. However, in recent years, AI integration in translation practice has fundamentally reshaped the field (Yu & Liu, 2024), transforming translation processes (Moorkens & Guerberof Arenas, 2024) and redefining the roles of translators (Al Mudarra, 2025). AI translation tools, including neural machine translation systems (NMT) such as Google Translate, Microsoft Translator, and DeepL; computer-assisted translation (CAT) tools like SDL Trados Studio, memoQ, and Wordfast, and more recently large language models (LLMs) such as ChatGPT, have moved from a supportive role to becoming integral

components of the translation process (Łukasik, 2024). Their influence has also extended beyond professional practice into translation education (Koka, 2024).

As a result, translation education is undergoing a shift toward a more complex model that prioritizes human-AI collaboration, post-editing practices, and higher-order cognitive skills such as critical evaluation and decision-making (Xu et al., 2024; Nguyen et al., 2025). This transformation is necessary to better prepare future translators for an AI-enhanced professional environment (Sun et al., 2025). Consequently, translation education programmes are increasingly expected to integrate AI and technology training, equipping learners with the practical competencies needed to navigate a rapidly evolving translation landscape, rather than focusing solely on linguistic competence and translation theory (Pym & Hao, 2025).

In this context, recent research proposes a human-AI collaboration model structured as a multi-stage process, in which AI translation tools support initial drafting and repetitive tasks, while human learners and instructors focus on evaluation, cultural interpretation, and ethical decision-making. This model highlights the complementary strengths of AI efficiency and human critical and creative expertise (Gao et al., 2025).

Against this backdrop, an expanding body of literature has examined the pedagogical implications of AI translation tools in TTL. On the one hand, from the learners' perspective, these tools have been shown to enhance both the speed and efficiency of translation tasks, particularly when dealing with technical or highly repetitive texts (Tavares et al., 2023; Zhang, 2023). Regular exposure to AI-generated translations can also support vocabulary development and strengthen learners' grammatical competence (Roza & Zulhirawati, 2023; Yanti & Meka, 2019).

Furthermore, the ability of these tools to generate draft translations provides valuable opportunities for learners to engage in post-editing practices, thereby fostering analytical thinking and translation decision-making skills (Bakhov et al., 2024; Tavares et al., 2023). Their integration into classroom settings has also been associated with increased learner motivation and confidence (Omar et al., 2020; Bakhov et al., 2024), while better preparing students for the demands of professional translation practice (Al-Rumaih, 2021).

In addition, by offering immediate feedback and supporting iterative revision, these tools facilitate more reflective and personalized learning experiences (Bakhov et al., 2024; Omar & Salih, 2024). They also expand access to translation learning, particularly for learners with limited resources (Le & Dao, 2019; Yanti & Meka, 2019). Beyond the benefits for learners, AI translation tools can also enhance teaching effectiveness, especially in supporting classroom activities and enabling more timely feedback (Koka, 2024).

On the other hand, one of the most commonly reported concerns from the learners' perspective is the tendency to be over-reliant on AI-generated translations (Deng & Yu, 2022; Nguyen & Ngo, 2021; Zhang, 2023). Although these tools have improved considerably, they still struggle with more complex linguistic and cultural features, such as context, intercultural nuances, idiomatic expressions, and specialized content (Tavares et al., 2023; Zhang, 2023).

Differences in infrastructure and digital skills can also directly affect how effectively AI translation tools are integrated into translation education (Al-Rumaih, 2021; Li et al., 2024). Meanwhile, the lack of systematic training in both the use of such tools and post-editing practices for lecturers and students often leads to poor

implementation and limited pedagogical direction (Al-Rumaih, 2021; Omar et al., 2020).

There are also growing concerns surrounding ethics and data privacy, particularly when academic or sensitive materials are uploaded to online AI translation platforms (Omar & Salih, 2024; Soysal, 2023). For lecturers, especially those with more teaching experience, AI translation tools can present practical challenges due to user-unfriendly interfaces and the need for a certain level of technological proficiency (Koka, 2024). In addition, many studies suggest that these tools have yet to be systematically embedded in formal curricula and are more often used as supplementary or optional resources (Al-Rumaih, 2021; Omar et al., 2020).

Given that the adoption of AI translation tools in TTL within Vietnamese higher education still lacks systematic guidance, resulting in uneven outcomes (Nguyen et al., 2025), the role of translation lecturers becomes particularly critical in shaping how these tools are integrated into classroom practice. In this evolving landscape, lecturers are expected to move beyond their traditional roles as knowledge transmitters to act as facilitators, mediators, and critical guides in TTL (Pym, 2013). They also play a key role in supporting students' ability to effectively engage with AI translation tools, critically evaluate AI-generated outputs, and make informed translation decisions (Nguyen et al., 2025; Pym & Hao, 2025).

While a growing body of research has examined AI integration in TTL within Vietnamese EFL higher education, limited attention has been paid to how novice lecturers, typically defined as those who have recently commenced their teaching careers and possess limited (usually fewer than three years) experience (Sun & Zhang, 2022), adapt their teaching practices in response. This study, therefore, seeks to address this gap by examining how a novice lecturer perceives the benefits and challenges of AI translation tools in TTL and how these perceptions inform her instructional adaptations.

## Research Objectives and Questions

The study seeks to answer the following research questions:

1. How does a novice lecturer perceive the benefits and challenges of AI translation tools in TTL?

2. What adaptations does a novice lecturer make in response to the adoption of AI translation tools in TTL?

## Methodology

1. Research design

This study adopts a qualitative single-case study design to explore how a novice lecturer perceives AI translation tools in TTL and adapts her teaching practices accordingly. A case study approach is particularly appropriate for investigating contemporary phenomena within real-life educational contexts (Yin, 2003). Rather than aiming for statistical generalization, the study seeks to provide an in-depth understanding of a novice lecturer's perceptions and adaptations to AI integration in translation education. This approach aligns with the interpretive objectives of qualitative inquiry (Creswell, 2014) and is particularly valuable for examining the experiences of an early-career lecturer, who is developing pedagogical approaches and

may be especially responsive to technological and institutional changes (Merriam & Tisdell, 2016).

2. Research participant

The participant is a 27-year-old female novice lecturer at a university of foreign languages in central Vietnam. She holds a Master's degree and has less than one year of higher education teaching experience. She primarily teaches basic translation practice courses and regularly consults senior colleagues for pedagogical guidance as part of her professional development.

She teaches English majors and students enrolled in second-degree programs, including part-time and distance-learning cohorts. These groups differ considerably in academic background, language proficiency, and learner autonomy. Teaching across such varied contexts requires the lecturer to reflect carefully on her pedagogical decisions and continuously adapt her instructional approaches to meet students' diverse needs.

Regarding her technological background, the participant reports moderate familiarity with AI translation tools commonly used in TTL, such as NMT (*Google Translate*) and LLMs (*ChatGPT*). She characterizes her engagement with these tools as exploratory, emphasizing an ongoing process of learning and experimentation rather than the acquisition of expertise.

As an early-career lecturer with limited teaching experience, the participant exemplifies a group that must adapt quickly to technological innovation while concurrently developing pedagogical confidence and a professional teaching identity (Darling-Hammond, 2017). Examining such a participant, therefore, allows the study to capture perceptions and adaptations at the initial stage of an academic career, especially in the context of emerging educational technologies such as AI translation tools.

3. Data collection

3.1 Interview

Data were collected primarily through a semi-structured interview with the participant. This format was chosen to ensure coverage of key research themes while allowing the participant to elaborate on her perceptions and adaptations (Creswell, 2014). The interview focused on three main areas: (1) the participant's perceptions of the benefits and challenges of AI translation tools in TTL, (2) her adaptations to the adoption of such tools in TTL, and (3) her reflections on these instructional adaptations (see *Appendix A*).

To facilitate comfort and encourage richer responses, the interview was conducted in Vietnamese. With the participant's informed consent, the interview was audio-recorded solely for transcription and analysis purposes. The recording was stored securely, and identifying information was removed during transcription to ensure confidentiality. The interview was conducted face-to-face and lasted approximately 20 minutes. The audio recording was transcribed verbatim and subsequently translated into English for analysis. During the translation process, emphasis was placed on preserving the meaning and intent of the participant's responses rather than producing a literal translation (see *Appendix B*).

3.2 Classroom observation

Classroom observation was used as a complementary data source to enhance the study's credibility through methodological triangulation (Patton, 1999). The observation was based on recorded video footage of the Basic Translation Practice course taught online via Zoom by the participant throughout January 2026. In total, four online class sessions were analyzed, excluding the first session, which focused on course introduction. Each recording lasted approximately two and a half hours and documented instructional procedures, classroom interactions, and students' engagement with translation tasks.

Video-based observation enabled close examination of classroom events, supporting a systematic analysis of how AI translation tools were integrated into the participant's teaching practices (Derry et al., 2010). All recordings were used exclusively for research purposes and handled in accordance with ethical guidelines. Identifying information was removed during analysis to protect the anonymity of both the lecturer and the students.

4. Data analysis

Data were analyzed using thematic analysis, following a qualitative and inductive approach to identify recurring patterns of meaning in the participant's accounts and classroom practices (Braun & Clarke, 2006). The interview transcript was read several times to ensure familiarity with the participant's perspectives. Initial coding was then conducted manually, focusing on meaningful segments related to how the participant perceived the benefits and challenges of AI translation tools in TTL, the adaptations she made, and her reflections on these instructional adaptations. These initial codes were reviewed repeatedly and compared across the dataset to identify similarities, differences, and recurring ideas. Related codes were then grouped into broader categories, which were ultimately refined into higher-level themes that addressed the research questions (Braun & Clarke, 2006).

Classroom observation data were analyzed alongside interview data to support thematic interpretation. The video recordings were viewed multiple times to identify instructional patterns, learning activities, and instances of student engagement with AI translation tools. Particular attention was given to classroom moments that illustrated themes emerging from the interview, including independent translation, consultation of AI translation tools, justification of translation choices and peer discussion.

To strengthen the credibility of the analysis, the coding process was iterative rather than linear. Preliminary themes were revisited and refined through repeated comparison with both interview and observation data to ensure that they accurately reflected the participant's reported perceptions and observed classroom practices. Themes were retained only when they were supported by sufficient evidence across the dataset and clearly contributed to answering the research questions. Convergences between the participant's accounts and classroom observations were used to reinforce interpretations, whereas discrepancies were examined more closely to generate deeper insights into the teaching context rather than being treated as inconsistencies to be removed.

The final themes were reviewed for internal coherence and distinctiveness to ensure that each theme captured a meaningful pattern while remaining analytically separate from the others. They were then organized and presented in the Results and Discussion sections, supported by illustrative quotations and observational evidence to anchor interpretation in the empirical data.

## Results

1. Perceived benefits and challenges of AI translation tools in TTL

The participant highlights several affordances associated with the adoption of AI translation tools in TTL. From a learner's perspective, she values these tools' ability to generate "multiple translation options," which can serve as a "basis for comparison and informed decision-making." Rather than viewing AI output as a final product, she treats it as a draft that students can revise to improve their "lexical choices, grammatical accuracy, and overall expression." From a lecturer's perspective, the participant views AI integration in translation education as a catalyst for pedagogical innovation. The availability of AI-generated translations allows her to incorporate "more comparative, analytical, and critical tasks" into classroom practice.

In contrast, the participant identifies several major challenges in incoporating AI translation tools in TTL. Notably, she expresses concerns over student overreliance on such tools, as some come to "regard AI-generated output as unquestionably correct." Although many students are capable of producing "reasonable translations" on their own, frequent exposure to highly fluent AI output seems to undermine both their confidence and their critical judgment. As she explains, students who initially used AI translation tools for "convenience and speed" now rely on it because they "believe AI is always right." Beyond learner-related concerns, the participant also points to a range of structural constraints. Her remark that lecturers often have to "figure things out on [their] own" reflects a lack of institutional training and guidance for AI integration in translation education. She further stresses the difficulty of identifying AI-generated translations, particularly as paid tools produce increasingly sophisticated output. As she notes, it is "not always clear whether a translation reflects the student's own competence or AI output." In addition, while she finds it relatively manageable to incorporate AI-supported activities in online classes, she notes that "in traditional in-person classes…the institution's infrastructure still presents certain limitations." Issues such as unstable internet connectivity, restricted access to platforms, and limited classroom technology, specifically ineffective screen-sharing functions, often require her to "provide [her] own hotspot" or rely "almost entirely on PowerPoint."

2. The participant's adaptations to the adoption of AI translation tools in TTL

The participant regards AI translation tools as an inevitable feature of contemporary TTL. Although she expresses discomfort with students' overuse of such tools, she acknowledges that prohibiting or fully controlling their use is unrealistic, noting that "it is neither feasible to completely prohibit students from using AI nor to exercise full control over their behavior." Accordingly, she adopts an adaptive stance that prioritizes pedagogical guidance over restriction, and encourages students to use AI translation tools "as a means for practice rather than a last-minute solution."

Correspondingly, the participant adopted structured classroom strategies designed to balance student autonomy with purposeful use of technology. Recognizing the difficulty of controlling students' use of AI translation tools outside the classroom, she prioritizes designing guided in-class activities that encourage reflective and critical engagement with such tools.

Correspondingly, the participant adopts structured classroom strategies designed to balance student autonomy with the purposeful use of technology. Recognizing the difficulty of controlling students' use of AI translation tools outside the classroom, she prioritizes the design of guided in-class activities that foster reflective and critical engagement with such tools. Central to her approach is a three-step procedure: students first translate independently, then consult AI translation tools for "an additional translation option," and finally "critically evaluate and justify" their translation decisions. She further reinforces this approach through pairwork activities that facilitate comparison between "human-to-human" and "human-to-machine" translations.

3. The participant's reflections on her instructional adaptations

The participant reports encouraging signs that her adaptations positively influence students' performance, particularly in their ability to justify choices and engage in reflective decision-making. She observes that students are now able to "articulate why one word or expression is more appropriate than another." Importantly, video-recorded classroom observations of four online class sessions support her account. These recordings show students actively participating in comparison and discussion, especially during tasks that required independent translation followed by analysis of AI output. Rather than accepting AI-generated translations uncritically, students were seen explaining and defending their lexical and stylistic decisions in peer interactions.

The participant also notes a "greater investment and effort" in students' work. However, she remains cautious, acknowledging that the adaptations have been implemented in only "one distance-learning class" and that she does "not yet have quantitative data." Nevetheless, the convergence between interview insights and video-based observations suggests improvements in students' performance and engagement, particularly among distance-learning students who "possess domain-specific knowledge" and demonstrate stronger justification of specialized terminology.

## Discussion

The findings of this study both support and extend existing literature on the affordances and challenges of AI translation tools in TTL, particularly within the Vietnamese EFL higher education context.

In line with prior research, the participant acknowledges the pedagogical value of AI translation tools in supporting drafting, comparison, and reflective learning. Her emphasis on using AI outputs as a basis for comparison aligns with previous studies demonstrating that such tools can enhance learners' analytical thinking and translation decision-making through post-editing practices (Bakhov et al., 2024; Tavares et al., 2023). Similarly, her observation that students can improve lexical choices and grammatical accuracy through engagement with AI-generated translations echoes earlier findings on vocabulary development and linguistic competence (Roza & Zulhirawati, 2023; Yanti & Meka, 2019).

More importantly, this study adds nuance to existing research by showing that the benefits of AI translation tools are not inherent to the technology but depend on how they are deliberately and thoughtfully integrated in TTL. While previous studies often highlight their efficiency and motivational value (Omar et al., 2020; Bakhov et al., 2024), the participant's experience suggests that their value lies not in the output itself but in how it is used to shape learning processes. Her shift toward more comparative, analytical, and critical classroom activities reflects a move away from traditional teacher-centered correction toward more student-engaged learning, supporting claims that AI translation tools can facilitate more interactive and reflective pedagogies (Koka, 2024). In this respect, her practices resonate strongly with the human–AI collaboration model proposed by Gao et al. (2025), in which AI translation tools support initial drafting while human learners engage in evaluation, interpretation, and decision-making.

Meanwhile, the participant's concerns about student overreliance strongly resonate with existing literature that identifies dependency as a major risk of AI integration (Deng & Yu, 2022; Nguyen & Ngo, 2021; Zhang, 2023). Her observation that students increasingly treat AI-generated output as "always right" points to a deeper shift in which AI translation tools move from being supportive tools to becoming benchmarks for correctness. This finding extends prior research by showing that overreliance is not only a matter of usage patterns but also a cognitive shift that may weaken learners' confidence and critical evaluative skills. From this perspective, the issue is less about how often students use AI translation tools and more about how they position and trust such tools in their decision-making processes.

Furthermore, the participant's account brings attention to persistent structural constraints that have been widely acknowledged but insufficiently addressed in the literature. Consistent with previous studies (Al-Rumaih, 2021; Li et al., 2024), limitations in infrastructure and digital access continue to shape the feasibility of integrating AI into TTL. Her need to rely on personal resources, such as providing her own internet hotspot, underscores the uneven conditions under which AI integration occurs in the Vietnamese higher education context.

In addition, the lack of systematic training for lecturers reflects broader concerns about insufficient institutional support and pedagogical guidance (Omar et al., 2020; Al-Rumaih, 2021). Without such support, AI integration in translation education risks becoming a matter of individual trial and error rather than a well-supported educational approach.

The findings also highlight concerns regarding assessment validity, which remains relatively underexplored in the existing literature. The participant's difficulty in distinguishing between student-generated and AI-generated translations raises important questions about authorship, academic integrity, and the reliability of current assessment practices. As AI outputs become increasingly sophisticated, traditional product-based assessment may no longer adequately reflect students' actual translation competence. This highlights the need to rethink assessment design in TTL, moving toward more process-oriented approaches that place greater emphasis on learners' reasoning, justification, and decision-making-key components highlighted in human-AI collaboration frameworks-rather than final products.

The findings of this study also provide empirical support for the growing body of literature that positions AI translation tools as both an inevitable and transformative element in TTL (Yu & Liu, 2024; Koka, 2024). The participant's recognition that prohibiting the use of these tools is neither feasible nor effective aligns with broader scholarly consensus that such tools have become deeply embedded in both professional practice and educational contexts (Łukasik, 2024; Pym & Hao, 2025). Rather than resisting this shift, her adaptive stance reflects an emerging pedagogical orientation that prioritizes guided integration over restriction, an approach increasingly advocated in recent research (Nguyen et al., 2025).

Notably, the participant's adaptations directly address one of the most frequently cited challenges in the literature, namely student overreliance on AI-generated translations (Deng & Yu, 2022; Zhang, 2023). By requiring students to first produce independent translations before consulting AI output, her three-step procedure effectively mitigates passive dependence and encourages active engagement. This aligns closely with the multi-stage collaboration model (Gao et al., 2025), where AI contributes to efficiency while human learners retain responsibility for evaluation.

This approach also resonates with prior research highlighting the value of post-editing and comparison tasks in fostering analytical thinking and translation decision-making skills (Bakhov et al., 2024; Tavares et al., 2023). Furthermore, positioning AI output as "an additional translation option" rather than an authoritative model reflects a pedagogical shift toward treating AI as a tool for reflection rather than substitution, which aligns with calls for human-AI collaboration in translation education (Xu et al., 2024; Nguyen et al., 2025).

The use of pairwork activities further reinforces this pedagogical approach by fostering dialogic learning and peer-based evaluation. This finding extends existing literature that highlights the role of AI translation tools in promoting reflective and interactive learning environments (Bakhov et al., 2024; Omar & Salih, 2024). By encouraging students to compare "human-to-human" and "human-to-machine" translations, the participant not only enhances learners' evaluative skills but also cultivates critical awareness of the limitations of such tools, particularly in relation to contextual and cultural nuances (Tavares et al., 2023; Zhang, 2023).

The participant's reflections on her instructional adaptations provide further insight into the pedagogical potential of AI translation tools when thoughtfully integrated. Her observation that students are increasingly able to justify lexical and stylistic choices points to the development of higher-order cognitive skills, such as critical evaluation and decision-making, which are widely recognized as essential competencies for translators in AI-enhanced environments (Xu et al., 2024; Pym & Hao, 2025). This finding challenges concerns that AI integration may undermine learner autonomy (Deng & Yu, 2022). Instead, it supports the view that, when pedagogically structured, AI translation tools can enhance students' sense of ownership and agency in the translation process.

In the meantime, the participant's cautious stance highlights ongoing limitations and contextual constraints. Her acknowledgment that the adaptations were implemented in a single distance-learning class and lack quantitative validation reflects a broader issue identified in the literature – the absence of systematic, large-scale pedagogical frameworks for AI integration in higher education (Al-Rumaih, 2021; Nguyen et al., 2025). Nevertheless, the observed improvements among distance-

learning students, particularly those with domain-specific knowledge, suggest that learner characteristics and learning contexts may influence the effectiveness of AI-supported pedagogies.

Overall, the participant's practices exemplify the evolving role of translation lecturers as facilitators and critical guides who shape students' interaction with AI translation tools (Pym, 2013; Nguyen et al., 2025). Her approach demonstrates that a controlled, pedagogically guided integration of AI can transform potential risks such as overreliance into opportunities for developing critical, reflective, and autonomous translators. These insights are particularly relevant to EFL contexts and English Language Teaching more broadly, where AI tools are increasingly used to support language learning. They suggest that similar pedagogical approaches may help foster learners' critical engagement with AI-generated language outputs.

## Conclusion

The study sheds light on how AI translation tools are being integrated in everyday teaching practices in Vietnamese EFL higher education, particularly from the perspective of an early-career lecturer. Her experience reflects a broader shift in translation education, where engagement with such tools is no longer optional but requires continuous adaptation and critical reflection.

Her adaptations to the adoption of AI translation tools in TTL reveal an ongoing tension between leveraging their benefits and addressing emerging challenges. While these tools can facilitate drafting, comparison, and reflective learning, their use also raises concerns about student overdependence and assessment validity. These issues are further exacerbated by limited institutional support, particularly in terms of insufficient professional training and inadequate technological infrastructure.

The lecturer's structured approach, moving from independent work to consultation of AI translation tools and then to critical justification, demonstrates a practical way of integrating these tools in TTL without undermining the development of learners' critical thinking and evaluative skills. This approach suggests that AI translation tools can serve as a valuable learning resource when their use is carefully scaffolded rather than left uncontrolled.

Overall, the study points to the need for more systematic integration of AI in translation education in Vietnam. Beyond individual classroom practices, Vietnamese higher education institutions need to support lecturers through professional training, curriculum redesign that incorporates AI literacy and post-editing skills, and efforts to address infrastructural disparities that may hinder effective implementation.

## Recommendations

Although this study focuses on a single novice lecturer within one institutional context, it provides a valuable starting point for further inquiry. Future research could extend this work by involving multiple lecturers across different institutions to examine whether similar perceptions and adaptations emerge in diverse educational settings. Future studies may also incorporate students' perspectives, compare the approaches of novice and experienced lecturers, and investigate how institutional policies influence the integration of AI in translation education.

## References

Al Mudarra, A. (2025). The future of human translators in the era of artificial intelligence translation technologies. *Journal of Language Teaching and Research*, *16*(4), 1213-1224. https://doi.org/10.17507/jltr.1604.16

Al-Rumaih, L. A. (2021). The integration of computer-aided translation tools in translator-training programs in Saudi universities: Toward a more visible state. *Arab World English Journal for Translation & Literary Studies, 5*(1), 336-362. https://dx.doi.org/10.24093/awejtls/vol5no1.23

Bakhov, I., Bilous, N., Saiko, M., Isaienko, S., Hurinchuk, S., & Nozhovnik, O. (2024). Beyond the dictionary: Redefining translation education with artificial intelligence-assisted app design and training. *International Journal of Learning, Teaching and Educational Research, 23*(4), 118-140. https://doi.org/10.26803/ijlter.23.4.7

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, *3*(2), 77-101. https://doi.org/10.1191/1478088706qp063oa

Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). SAGE Publications.

Darling-Hammond, L. (2017). Teacher education around the world: What can we learn from international practice? *European Journal of Teacher Education, 40*(3), 291-309. https://doi.org/10.1080/02619768.2017.1315399

Deng, X., & Yu, Z. (2022). A systematic review of machine-translation-assisted language learning for sustainable education. *Sustainability*, *14*(13), 7598. https://doi.org/10.3390/su14137598

Derry, S. J., et al. (2010). Conducting video research in the learning sciences. *Journal of the Learning Sciences*, *19*(1), 3-53. https://doi.org/10.1080/10508400903452884

Gao, Y., Gan, Z., & Yuan, S. (2025). Human-AI collaboration in translation teaching: A model for effective pedagogy in the AI era. In *Proceedings of the 2025 International Conference on Educational Technology and Artificial Intelligence*, 364-368. https://doi.org/10.1145/3766557.3766619

Koka, N. A. (2024). The integration and utilization of artificial intelligence (AI) in supporting older/senior lecturers to adapt to the changing landscape in translation pedagogy. *Migration Letters*, *21*(S1), 59-71. https://doi.org/10.59670/ml.v21iS1.5939

Le, T. K. V., & Dao, T. M. T. (2019). An investigation into students' perception of utilizing online dictionaries in translation-interpretation. *Revista ESPACIOS, 40*(39), 2-18. https://www.revistaespacios.com/a19v40n39/a19v40n39p02.pdf

Li, X., Gao, Z., & Liao, H. (2024). An empirical investigation of college students' acceptance of translation technologies. *PLOS ONE, 19*(2), e0297297. https://doi.org/10.1371/journal.pone.0297297

Łukasik, M. (2024). The future of the translation profession in the era of artificial intelligence. Survey results from Polish translators, translation trainers, and students of translation. *Lublin Studies in Modern Languages and Literature*, *48*(3), 25-39. https://doi.org/10.17951/lsmll.2024.48.3.25-39

Merriam, S. B., & Tisdell, E. J. (2016). Qualitative research: A guide to design and implementation (4th ed.). Jossey-Bass. https://download.e-bookshelf.de/download/0003/7195/84/L-G-0003719584-0007575839.pdf

Moorkens, J., & Guerberof Arenas, A. (2024). Artificial intelligence, automation and the language industry. In G. Massey, M. Ehrensberger-Dow, & E. Angelone (Eds.), *Handbook of the language industry* (pp. 71-97). De Gruyter. https://doi.org/10.1515/9783110716047-005

Nguyen, B. V., & Ngo, T. C. T. (2021). Using the internet for self-stdy to improve translation for English-majored seniors at Van Lang University. *International Journal of TESOL & Education*, *1*(2), pp. 110-147. http://i-jte.org/index.php/journal/article/view/43

Nguyen, T. N. N., Tran, T. T., Nguyen, N. H. A., Lam, H. P., Nguyen, H. M. S., & Tran, N. A. T. (2025). The Benefits and Challenges of AI Translation Tools in Translation Education at the Tertiary Level: A Systematic Review. *International Journal of TESOL & Education*, *5*(2), 132-148. https://doi.org/10.54855/ijte.25527

Nguyen, T. V. P., Pham, T. H., & Pham, P. L. (2025). Integrating AI-based machine translation in translation pedagogy: Evidence from a mixed-methods study in Vietnam. *Education, Language and Sociology Research*, *6*(4), 37. https://www.scholink.org/ojs/index.php/elsr/article/view/56744

Omar, A., Khafaga, A. F., & Shaalan, I. E. A. W. (2020). The impact of translation software on improving the performance of translation majors: A case study of the Saudi universities. *International Journal of Advanced Computer Science and Applications*, *11*(4), 287-292. https://doi.org/10.14569/IJACSA.2020.0110437

Omar, L. I., & Salih, A. A. (2024). Systematic review of English/Arabic machine translation postediting: Implications for AI application in translation research and pedagogy. *Informatics*, *11*(2), 23. https://doi.org/10.3390/informatics11020023

Patton, M. Q. (1999). Enhancing the quality and credibility of qualitative analysis. *Health Services Research*, *34*(5), 1189-1208. https://pmc.ncbi.nlm.nih.gov/articles/PMC1089059/pdf/hsresearch00022-0112.pdf

Pym, A. (2011). Translation skill-sets in a machine-translation age. *Meta*, *56*(3), 487-503. https://www.erudit.org/en/journals/meta/2013-v58-n3-meta01406/1025047ar.pdf

Pym, A., & Hao, Y. (2025). *How to augment language skills: Generative AI and machine translation in language learning and translator training*. Routledge.

Roza, V., & Zulhirawati. (2023). Higher students' perception of using ChatGPT in translating English texts. *Bukittinggi International Conference on Education (BiCED) Proceedings*, *1*, 64-73. https://dx.doi.org/10.30983/biced.v1i1.278

Soysal, F. (2023). Enhancing translation studies with artificial intelligence (AI): Challenges, opportunities, and proposals. *International Journal of Philology and Translation Studies*, *5*(2), 177-191. https://earsiv.kmu.edu.tr/bitstreams/58cf0f98-d7e1-431c-a989-f0c8b87eaab2

Sun, L., Liu, K., & Moratto, R. (Eds.). (2025). *Translation studies in the age of artificial intelligence*. Routledge.

Sun, Q. & Zhang, L.J. Understanding Novice and Experienced Teachers' Cognitions and Practices for Sustainable Teacher Development: The Case of Form-Focused Instruction in English Language Teaching. *Sustainability 2022*, 14, 4711. https://doi.org/10.3390/su14084711

Tavares, C., Tallone, L., Oliveira, L., & Ribeiro, S. (2023). The challenges of teaching and assessing technical translation in an era of neural machine translation. *Education Sciences, 13*(6), 541-559. https://doi.org/10.3390/educsci13060541

Xu, S., Su, Y., & Liu, K. (2024). *Integrating AI for enhanced feedback in translation revision: A mixed-methods investigation of student engagement*. arXiv. https://doi.org/10.48550/arXiv.2410.08581

Yanti, M., & Meka, L. M. C. (2019). The students' perception in using Google Translate as a media in translation class. In *Proceedings of the International Conference on English Language Teaching (INACELT), 3*(1), 128-146. https://doi.org/10.32528/issh.v2i1.120

Yin, R. K. (2003). Case study research: Design and methods (3rd ed.). Sage Publications.

Yu, J., & Liu, K. (2024). Reshaping Translation Studies: Paradigm shifts and future directions in the age of AI technology. *Journal of Foreign Languages, 47*(4), 72-81. https://jfl.shisu.edu.cn/en/article/id/ad97c85a-219f-48d2-89ea-628e0e6aaae7

Zhang, J. (2023). Exploring undergraduate translation students' perceptions towards machine translation: A qualitative questionnaire survey. In *Proceedings of Machine Translation Summit XIX: Users Track* (pp. 1-10). Asia-Pacific Association for Machine Translation. https://aclanthology.org/2023.mtsummit-users.1.pdf

## Authors

**Nguyen Vu Khanh (M.A.)** is a lecturer at Hue University, with a strong focus on Applied Linguistics and Teaching English as a Foreign Language (TEFL). He is passionate about helping students build confidence and communicate effectively in English, not only in the classroom but also in real-life situations. With a background in the Master of Arts program, his teaching interests include language learning strategies, classroom methodology, and creating engaging learning experiences that support students' progress. Through his work, he hopes to make English learning more practical, meaningful, and accessible for learners at different levels.

**Dr. Vo Thi Lien Huong** is an Associate Professor in Linguistics and Applied Language Studies at the University of Foreign Languages and International Studies (HUFLIS), Hue University, Vietnam. She has published works related to ethnopragmatics, discourse analysis, and translation studies.

**Bach-Le Truong**, Ded, is a senior lecturer at the Faculty of English, University of Foreign Languages and International Studies, Hue University, Vietnam. His primary academic interests include discourse analysis, translation, sociolinguistics and language education.

# Appendices

## A. INTERVIEW QUESTIONS

**Question 1.** Can you briefly describe your teaching background, including your experience in translation education and the context in which you teach?

**Question 2.** How familiar are you with AI translation tools (e.g., Google Translate, DeepL, ChatGPT), and how have you used them in your teaching practices?

**Question 3.** How do you perceive the role of AI translation tools in contemporary translation teaching and learning?

**Question 4.** Based on your experience, what are the benefits of AI translation tools in translation teaching and learning?

**Question 5.** What challenges or concerns do you associate with the adoption of AI translation tools in translation teaching and learning?

**Question 6.** How have you adapted your teaching practices in response to the adoption of AI translation tools in translation teaching and learning?

**Question 7.** From your classroom observation, what effects have these adaptations had on students' performance?

## B. THE INTERVIEW TRANSCRIPT

| | |
|---|---|
| **Researcher** | Good morning, and thank you very much for taking the time to participate in this interview today. Before we begin, I would like to confirm that you have agreed to take part in this study and that you understand its purpose. Please be assured that all the information you share will be kept confidential and used only for academic research. Your identity will be anonymized in all reports and publications.<br>For your convenience, the interview will be conducted in Vietnamese, and your responses will later be translated into English for analysis. With your permission, the interview will also be audio-recorded for transcription and research purposes only, and the recording will not be shared with any third parties. If at any point you feel uncomfortable or would prefer not to answer a question, you are free to skip it or stop the interview at any time without any consequences.<br>To begin, could you briefly describe your teaching background, including your experience in translation education and the context in which you teach? |
| **Participant** | Yes, of course. I'm a relatively novice lecturer, and I've been teaching in higher education for less than a year. |
| **Researcher** | Thank you. What kinds of students do you usually teach? |
| **Participant** | My students include English-major undergraduates and students in second-degree programs, including part-time and distance-learning students. |
| **Researcher** | I see. And what types of translation courses do you teach (e.g., general, specialized)? |
| **Participant** | At the moment, I'm mainly responsible for teaching basic translation practice courses. |
| **Researcher** | Thank you. Turning now to technology, how familiar are you with AI translation tools (e.g., Google Translate, DeepL, ChatGPT) and how have you used them in your teaching practice? |
| **Participant** | I would say that I'm somewhat familiar with them. I regularly use tools like Google Translate and ChatGPT, but I don't consider myself an expert. Most of the time, I learn how these tools work through my own exploration rather than any formal training. |
| **Researcher** | That's helpful to know. So, from your perspective, how do you perceive the role of AI translation tools in contemporary translation teaching and learning? |
| **Participant** | In my view, the first thing that must be acknowledged is the inevitability of AI translation tool use. I am aware that some lecturers do not favor students' use of these tools, and personally, I am also uncomfortable when students overuse or abuse AI. However, I believe that AI is a global phenomenon, and its adoption is unavoidable. |

| | |
|---|---|
| | In reality, it is neither feasible to completely prohibit students from using AI nor to exercise full control over their behavior. Even in the classroom, students may use AI discreetly without being detected 100 percent of the time, and outside classroom, monitoring becomes virtually impossible. Therefore, rather than attempting to restrict the use of AI translation tools, I choose to accept it as an inevitable development. What matters more is how we manage and guide its use in ways that are beneficial to translation teaching and learning. Therefore, I encourage students to view AI translation tools as a means for practice rather than as a last-minute solution or a tool solely for checking final answers. I guide students to use these tools regularly and purposefully in order to enhance their translation competence, rather than relying passively on AI-generated translations. |
| **Researcher** | Thank you for sharing your perspective. Based on your experience, what are the benefits of AI translation tools in translation teaching and learning? |
| **Participant** | In practice, AI translation tools can provide basic suggestions, and even at this level, they offer certain benefits to students. They allow students to access multiple translation options, which gives them a basis for comparison and informed decision-making. For instance, students can reflect on why one version is preferable to another. AI translations tools also help students generate an initial draft. Through revising and refining this draft, students can gradually improve their lexical choices, grammatical accuracy, and overall expression. I believe that tools such as ChatGPT provide multiple perspectives on the same word or grammatical structure, thereby broadening students' approaches to translation rather than limiting them to a single solution. |
| **Researcher** | You've just mentioned several benefits for students. From the teacher's perspective, what advantages do you see? |
| **Participant** | From a teaching perspective, AI translation tools enable greater diversity and flexibility in the design of learning activities. With the support of these tools, I can incorporate more comparative, analytical, and critical tasks into classroom practice, rather than limiting instruction to student translation followed by teacher correction. |
| **Researcher** | Thank you for your insights. On the other hand, what challenges or concerns do you associate with the adoption of AI translation tools in translation teaching and learning? |
| **Participant** | One major concern is students' overreliance on AI-generated translations. If not used properly, this dependence may undermine students' translation competence, particularly their ability to make decisions and think critically. In some cases, students produce reasonable translations of their own but lack confidence in defending their lexical or stylistic choices when compared with ChatGPT's output. Even when students ask follow-up questions such as "why |

| | |
|---|---|
| | one word should be used instead of another", ChatGPT often provides highly persuasive explanations. Over time, this can lead students to doubt their own abilities and regard AI output as unquestionably correct. Whereas students initially used AI translation tools for convenience and speed, many now use it because they believe AI is always right. |
| **Researcher** | That's an important point. Apart from student-related issues, are there any challenges you face as a lecturer? |
| **Participant** | Personally, I feel that there are two main gaps. First, there is a lack of systematic training on how to use AI translation tools effectively. At present, very few formal seminars or resources focus specifically on integrating these tools into translation teaching, so I often have to figure things out on my own. Second, as AI translation tools become increasingly sophisticated, especially paid versions that can produce very high-quality translations, it has become more difficult to identify AI output. This creates challenges for translation teaching and assessment, as it is not always clear whether a translation reflects the student's own competence ability or the output of AI translation tools.<br>At the same time, as I mentioned earlier, during the teaching process I often integrate various activities into the classroom. This does not pose many difficulties when I teach online classes. However, if I want to incorporate these activities into traditional in-person classes with students at the university, the institution's infrastructure still presents certain limitations.<br>The first issue is the network system. The current network is not very stable, and for most teaching activities I have conducted that require internet access, I usually have to provide my own hotspot or prepare my own equipment. When students are involved, I often advise them to use their personal internet connections and limit their use of the university's Wi-Fi, as it is relatively slow and sometimes does not allow access to certain platforms. In reality, there have been quite a few cases of Wi-Fi-related problems during teaching sessions.<br>The second issue concerns the university's computer systems. In some situations, I am only able to use PowerPoint, while other functions such as screen sharing do not work effectively. For example, when I try to access YouTube or use other applications to share content, it is not possible, which means that the lesson ends up relying almost entirely on PowerPoint. |
| **Researcher** | Based on what you've just shared, these challenges seem to affect both learning and teaching. Given that, how have you adapted your teaching practices in response to the adoption of AI translation tools in translation teaching and learning? |
| **Participant** | The solutions I apply are mainly classroom-based, as it is difficult to control students' use of AI translation tools outside classroom. Specifically, I require students to follow a three-step process. First, they must complete a translation independently without using these |

| | |
|---|---|
| | tools. Second, they may consult ChatGPT to obtain an additional translation option. Third, they are required to critically evaluate and justify why their own translation is better than, or different from, the AI-generated version. I also organize pairwork activities in which students compare their translations not only with those of their peers but also with ChatGPT's output. This allows students to compare "human-to-human" and "human-to-machine" translations, fostering deeper evaluation of translation quality. The goal is to enhance students' confidence while simultaneously developing their critical thinking and decision-making skills in translation. |
| **Researcher** | From your classroom experience, what effects have these adaptations had on students' performance? |
| **Participant** | At present, I have applied these approaches in one distance-learning class. Based on classroom observations, I have noticed clear improvements in students' ability to justify their translation choices. Previously, many students struggled to explain their decisions, but now they can articulate why one word or expression is more appropriate than another. Although I do not yet have quantitative data, ongoing monitoring of classroom activities indicates positive development in both translation quality and critical reflection. Students' translations show greater investment and effort, rather than simple reliance on AI output. This is particularly evident among distance-learning students, who often possess domain-specific knowledge and can justify specialized terminology more effectively. |
| **Researcher** | Thank you very much for your valuable sharing today. Your insights will contribute greatly to this research. If you have no further comments, we will conclude the interview here. Thank you once again for your time and willingness to participate in this interview. I truly appreciate your contribution, and I wish you all the best in your teaching and professional work. |
| **Participant** | Thank you. I hope my responses can be helpful, and I wish you success with your research. |