

## Online Technology Tools: Use and Perception by Vietnamese Students in a Translation Class

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### ABSTRACT

**Keywords:** Online Technology Tools, use, perception, translation class, Vietnamese students

The current study examines the use and perception of Online Technology Tools (OTTs) by Vietnamese students in a translation class. Using the Actor-Network Theory put out by Latour (1987, 2005) and Bourdieu's concept of habitus (1977, 1990), the study collected data from observations to investigate how technology affected students' decision-making as they generated translations. The study also addressed students' perceptions of the accuracy and benefits of these tools by employing survey questionnaires and focus group interviews. The results indicated that students engaged with a range of OTTs, including Google Translate, ChatGPT, and DeepL. Students' habitus could have an impact on students' translation process, and technology was a major factor in the approaches and solutions translators selected. Besides, students perceived these tools as increasingly accurate, with ChatGPT and DeepL particularly excelling in handling complex translations. However, their effectiveness varies based on text type and complexity. Employing technology tools for translation assignments was believed to have positive effects on students' confidence, convenience, time efficiency, and motivation. Taking those findings into consideration, pedagogical implications are discussed for creating best practices for handling technology use to enhance translation training in a Vietnamese setting.

### Introduction

Translation serves as a vital bridge between cultures and languages, playing a key role in global communication. With rapid globalization and an increasing demand for skilled translators, the role of translation education has become more significant than ever (O'Hagan, 2002). However, traditional methods of teaching translation have often proven inadequate in preparing students for the challenges of modern translation tasks (Zhao, 2023; Sharma and Joshi, 2024). To address this, the integration of technology into translation education has emerged as a critical solution.

In the current digital era, the widespread availability of Wi-Fi, smartphones, laptops, and tablets has enabled students and instructors to access a variety of Online Technology Tools (OTTs),

including online dictionaries, translation apps, machine translation (MT) engines (e.g., Google Translate, DeepL), grammar checkers, search engines, and collaborative platforms. These resources play a critical role in assisting students during the translation process - helping them to understand source texts, evaluate equivalence, and reflect on contextual appropriateness (Díaz-Cintas, 2015; Wongseree, 2018, 2020). As such, technology does not merely supplement translation education but fundamentally transforms the way students approach and execute translation tasks.

Despite the broad incorporation of these technologies, questions exist concerning how translation students engage with and perceive OTTs in educational environments. This study aims to investigate the utilization and perception of OTTs among Vietnamese university students participating in translation courses. The research is directed by the subsequent research questions:

1. *In what ways do students engage with OTTs when translating texts?*
2. *What are their views on the accuracy, usefulness, and limitations of these tools?*

## Literature review

### *Impact of Technology in Translation Education*

Recently, the incorporation of technology in translation education has evolved from an optional improvement to a fundamental pedagogical framework. The development of advanced OTTs, encompassing machine translation systems (e.g., DeepL, Google Translate), computer-assisted translation (CAT) tools (e.g., SDL Trados, MemoQ), and interactive digital resources, has transformed the parameters and methodology of translator training. These technologies have demonstrated efficacy in improving linguistic transmission, enhancing collaboration, fostering learner autonomy, and supporting process oriented learning (Adlet et al., 2022; Omolu and Mappewali, 2024).

Recent research indicates that technology-enhanced settings cultivate essential digital skills in student translators, equipping them to navigate more technology-driven translation marketplaces. Bui (2023) emphasized that OTTs augment students' comprehension of translation procedures and strengthen their capacity to analyze semantic subtleties through immediate feedback. Likewise, Trang (2024) discovered that digital platforms afforded students enhanced exposure to specialised terminologies and authentic text genres; hence, connecting classroom learning with professional practice.

However, while the educational benefits of OTTs are widely acknowledged, current studies also reveal critical concerns. A notable limitation is the disproportionate emphasis on technological functionality, overlooking cognitive and reflective engagement. Nuryakin et al. (2023) observed that although students articulate positive views on ease of use and usefulness, these perceptions often mask a passive reliance on automated outcomes rather than an active engagement in problem-solving or the assessment of source texts. Furthermore, Omolu and Mappewali (2024) cautioned that the convenience of OTTs may lead students to overlook essential translation competencies, such as inferencing, editing, and audience adaptation.

In parallel, the recognition of the essential disciplinary specialization for the effective integration of OTTs is also growing. While numerous digital learning studies examine technology within a broad or interdisciplinary context (Adlet et al., 2022), translation education requires specific cognitive, linguistic, and ethical factors that are not uniformly represented in broader elearning research. For instance, Pham and Tran (2025) emphasized that translation

students must be trained to critically evaluate OTT outputs, especially in light of cultural references and contextually embedded meanings - an area that remains underexplored in most technology-focused studies.

Moreover, much of the global research does not account for regional variations in access, pedagogical traditions, and digital literacy. In the Vietnamese context, OTTs are increasingly present in university classrooms, yet little is known about how students in translation courses engage with these tools beyond surface-level usage. As Le and Pham (2025) noted, the socio-cultural dynamics of Vietnamese education - such as hierarchical teacher-student relationships and exam-focused learning - may influence students' autonomy, critical engagement, and willingness to experiment with technology in meaningful ways.

Thus, while the integration of OTTs into translation education offers considerable promise, recent literature calls for a shift from tool-centered evaluation to learner-centered, process-oriented inquiry. This entails examining how students utilize various tools, employ linguistic discernment and contemplate translation decisions in digitally mediated contexts. By examining these features inside the Vietnamese translation classroom, this study enhances the emerging discourse on culturally contextualized and discipline-specific methodologies in educational technology.

### *Students' Perceptions and Attitudes Toward OTTs*

Perceptions and attitudes of students toward OTTs serve a vital role in determining their effectiveness in translation education. Moreover, an increasing body of research shows how such perceptions influence not only the level of engagement but also the learning outcomes derived from the utilization of technology. In present studies based on the Technology Acceptance Model (TAM), perception of usefulness and ease continues to dominate as strong predictors of student satisfaction and technology adoption (Nuryakin et al., 2023). However, more recent literature has brought to light the inadequacies of such models for explaining much deeper, more critical engagement with tools specific to translation.

Adlet et al. (2022), for instance, proved that interactive digital technologies foster students' sense of subjectivity, agency, and motivation. Nonetheless, their study was concerned more with general educational contexts and less with the specific needs of the students in translation studies, whose challenges extend beyond motivation—for instance, dealing with linguistic ambiguity, contextual meaning, and cultural adaptation. In translation training, these tools have to be evaluated for their cognitive as well as pedagogical effects besides their functionality.

Focusing more specifically on translation education, Omolu and Mappewali (2024) noted that students typically appreciate the effectiveness of translation tools, particularly machine translation (MT) and computer-assisted translation (CAT) platforms. However, excessive reliance on these tools poses a risk, as it may hinder students' critical reflection and the enhancement of their language proficiency. This finding resonates with earlier warnings that, unless embedded within reflective pedagogical frameworks, OTTs may engender passive learning habits.

In the Vietnamese context, unique cultural and educational factors further shape student perceptions and usage of OTTs. Truong (2023) observed that while there is general vigor among Vietnamese students in embracing technology, there is low strategic use of OTTs. Students may erroneously trust MT-generated translations or may use CAT tools mechanically rather than reflectively. This dilemma is compounded by educational traditions that value correctness and respect for teachers over innovative or student-led learning.

Overall, the positive opinions of OTTs are extensively established; nonetheless, a major gap

exists in understanding how students assess, critique, and strategically utilize these tools in their practical translation tasks. The current study fills this gap by exploring the perceptions of Vietnamese translation students not only from the lens of satisfaction but also in terms of their depth of interaction, reflective use, and contextual factors that shape such behaviors. This provides a comprehension that is deeper than mere binary and probably more in line with how cultural context influences student interaction with technology in translation.

### *Review of Previous Research*

The increased utilization of translation technologies has resulted in numerous research examining their pedagogical benefits. Adlet et al. (2022) looked at the effect of interactive educational technologies on university students' growth of subjectivity, showing how digital tools promote learner agency, autonomy, and engagement. Their findings underscore the significance of technology in promoting autonomous learning and active classroom engagement. However, this investigation pertains to general education; it does not consider the domain-specific cognitive requirements associated with translation training. More critically, while that research shows how educational technologies can improve student subjectivity, it does not look at how learners carefully engage with or evaluate the outputs of these tools in complex linguistic tasks such as translation.

Similarly, Nuryakin, Rakotoarizaka and Musa (2023), using the Technology Acceptance Model (TAM), explored the connection between perceived usefulness (PU), ease of use (PEOU) and student satisfaction towards online learning. It is noted that individuals' perceptions regarding technology positively influences their attitudes and satisfaction levels towards the digital learning environment. While this study provides valuable insight into the motivational and psychological factors behind students' adoption of technology, it misses focusing on discipline-specific tools. More importantly, this study did not assess how students actively interpret or critically assess the outputs generated by these technologies, which is central to translation education.

With specific emphasis on translation studies, Omolu and Mappewali (2024) examined the influence of translation technologies, such as computer-assisted translation (CAT) and machine translation (MT) systems, on the skill development of student translators. Their findings confirm that such tools enhance performance in terms of speed, consistency, and accuracy. The authors advocate for the inclusion of translation technologies in curriculum design to align student competencies with industry needs. Nevertheless, this research primarily assesses the functional benefits of translation tools and gives limited attention to students' interpretive strategies, critical literacy, or reflections on the limitations of such technologies. Furthermore, the study does not consider the influence of cultural or educational contexts on technology adoption and engagement.

Despite these contributions, important limitations persist in the current body of research. First, most studies prioritize product-based outcomes - such as speed or satisfaction - while neglecting the cognitive, interpretive, and strategic dimensions of using OTTs in translation. Second, while tool acceptance and performance have been widely examined, students' critical engagement with the tools - how they assess, modify, or reflect on the use of machine-generated translations - remains underexplored. Third, few studies account for cultural and pedagogical differences, which may affect students' technological engagement. For instance, Vietnamese students often operate within teacher-centered, exam-oriented education systems, which may influence their use of OTTs in unique ways.

Locally, research in Vietnam has begun to document the growing reliance on OTTs among

translation students. Trang (2024) conducted a quantitative study examining Vietnamese students' preferences for these tools in translation courses. Findings showed that students frequently used tools like Google Translate and Grammarly, favoring ease of access and speed. However, Trang's study was primarily descriptive, with limited insight into the cognitive or strategic implications of this usage; it did not critically assess students' actual competencies in using these tools beyond surface-level engagement.

Wang et al. (2024) demonstrated that the perceived utility of social norms and support systems for students influences the desire to utilize ChatGPT for translation tasks. While insightful, this study is primarily concerned with acceptability and behavioral intention, rather than actual usage patterns or pedagogical outcomes. The gap exists in the necessity for research that transcends intention to address classroom realities and learning effectiveness.

While existing studies have been insightful regarding general benefits, attitudinal factors, and performance enhancements related to educational and translation technologies, they do not adequately address several crucial dimensions, particularly in the Vietnamese educational context. First, most of the existing studies take a view of OTTs under broad education (Adlet et al., 2022; Nuryakin et al., 2023) or professional translation scenarios (Omolu and Mappewali, 2024), therefore leaving unaddressed how translation students perceive and utilize such tools for learning in the classroom. This leaves little room to address specific needs associated with pedagogical dynamics unique to discipline-specific training. Secondly, current research fails to delineate cultural and contextual factors. Teacher-centred instruction and exam-oriented learning, along with diverse levels of digital literacy, influence student interactions with online teaching tools differently than previously documented, particularly in Vietnam. Finally, prior research has predominantly concentrated on outcome-oriented metrics - such as performance quality or satisfaction - while neglecting the process-oriented activities that constitute the actual translation. Little attention has been paid to how students navigate between tools, evaluate translations, and apply linguistic knowledge in a dynamic and iterative manner. These gaps show the need for a more detailed, context-sensitive, and process-oriented investigation of OTT use in Vietnamese translation education.

### *Theoretical Frameworks*

This study employs a dual theoretical framework that integrates Pierre Bourdieu's concept of habitus (Bourdieu, 1977, 1990) with Bruno Latour's Actor-Network Theory (ANT) (1987, 2005). The frameworks facilitated the interaction between students and technology within the broader socio-educational environment of translation learning.

Bourdieu's concept of habitus denotes the system of dispositions that are flexibly durable and shaped by the social, cultural, and educational experiences of individuals. It accounts for the ways in which students perceive and internalize their roles as enacted in specific fields such as translation education. By applying habitus, this study probes how Vietnamese students' prior educational backgrounds, cultural norms, and institutional environments condition their attitudes toward OTTs and their use in translation tasks. The framework thus foregrounds the need to perceive students not as mere users of technology but as agents whose practices are informed by dispositions at a deep level and contextual habitus.

Complementing this sociological lens, ANT offers a relational perspective that considers both human actors (students, instructors) and non-human actors (OTTs, such as machine translation and CAT tools) as part of dynamic networks of interaction. In this way, ANT shifts the focus from individuals to the networks they establish with technologies and how through interaction between people and technologies translation practices come into being. This approach allows



the study to explore how OTTs actively shape students' translation processes, decisions, and perceptions, as well as how students, in turn, negotiate and sometimes resist the affordances and constraints of these tools.

Together, habitus and ANT provide a robust conceptual apparatus to investigate not only the socio-cultural factors influencing technology adoption but also the micro-level interactions within the translation classroom. This dual framework supports a nuanced understanding of both the structural influences on Vietnamese students' translation learning and the emergent, situated practices involving OTTs. By integrating these perspectives, the study can reveal how technology use in translation education is both socially conditioned and dynamically enacted.

## Methods

### *Pedagogical Setting & Participants*

The study was conducted at a public university in Vietnam, focusing on third-year students majoring in English. These students were enrolled in the second of three compulsory translation courses, which emphasizes the development of linguistic, cultural, and strategic translation skills. Throughout the course, students were encouraged to use OTTs - such as machine translation tools, online dictionaries, and translation memory systems - both in class and independently. These participants were chosen due to their relevant academic background in translation studies and their ongoing engagement with translation tasks, making them well-suited to provide insights into the use of OTTs. As digital natives, they were also familiar with various technological tools, ensuring practical and relevant responses.

Participant recruitment followed a voluntary, purposive sampling strategy. An online announcement was posted on a university-affiliated social media group, inviting interested students to participate. Ethical approval was first obtained from the researcher's home institution, and informed consent was secured from all participants after they were provided with detailed information about the study's aims, procedures, and confidentiality measures.

Although 35 students initially volunteered and completed the survey and translation tasks, technical issues (e.g., poor internet connections) led to the exclusion of two participants who failed to complete the required screen recordings. Thus, the final dataset includes 33 valid participants (25 females and 8 males, aged 21-22, at an intermediate level of English proficiency), referred to anonymously as Participant 1 through Participant 33. The sample size was deemed appropriate for the mixed-methods approach, allowing for rich data collection while remaining manageable.

### *Design of the Study*

The current research employs a mixed-methods approach, which involves the integration of multiple methodologies to gather and analyze data (Saldanha and O'Brien, 2014). This study adopts a sociological perspective to address the initial research question, which pertains to the influence of technology on translators. The research can concentrate on translators and investigate their activities to comprehend the connections between texts, languages, societies, and cultures by utilizing the ANT framework and the habitus concept (Chesterman, 2007). Bourdieu's concept of habitus guides the examination of how students' prior educational experiences, cultural backgrounds, and institutional norms influence their dispositions toward OTTs. ANT complements this approach by framing the investigation of dynamic interactions between students (human actors) and the OTTs (non-human actors), focusing on how these relationships shape translation practices in real time. To address the second research question,

which pertains to the perceptions of students, an online survey was developed to gather data on the frequency of usage, purposes, perceptions, and beliefs of students regarding OTTs. Besides, to gain a deeper and more detailed understanding about the students' perspectives on the benefits of OTTs, focus group interviews were also conducted. Data were collected from participants as described below.

### *Instruments*

#### *Online Questionnaire*

A pre-task online questionnaire was used to collect demographic data and insights into students' translation experience, frequency of OTT use, and attitudes toward such tools. The questionnaire, comprising Likert-scale and multiple-choice questions aimed at assessing key variables, was divided into two sections: the first gathered background information and translation exposure; the second examined perceptions of the accuracy and benefits of OTTs, specifically regarding efficiency, motivation, confidence, and convenience. These constructs were derived from the literature (Adlet et al., 2022; Nuryakin et al., 2023; Omolu and Mappewali, 2024). Prior to distribution, the questionnaire was pilot-tested and was found to have high internal consistency (Alpha reliability coefficient = 0.894). There were no items found to have a weak correlation with the total items.

#### *Screen-Based Observations*

Participants were assigned a translation task that included linguistically and culturally rich content. They were instructed to record their computer screens while completing the task, enabling researchers to observe tool-use behaviors in real time. The observations followed a detached observational protocol, with predefined codes tracking behaviors such as switching between tools, editing OTT outputs, and applying translation strategies.

These recordings allowed researchers to identify patterns of interaction between students and OTTs, especially around critical translation decisions. All recordings were anonymized and securely stored. Behavioral data were triangulated with questionnaire responses and focus group discussions for analytic validity.

For ethical purposes, participant confidentiality was ensured, with identifying information kept private and only accessible to the researcher. Participants were anonymized in the analysis, being referred to by numbers (e.g., P1, P2, P3).

#### *Focus group interviews*

Following completion of the questionnaires and translation tasks, all 33 participants were invited to join focus group interviews. They were divided into four groups (FGI1–FGI4), with each group consisting of 7-9 students. Within each group, students were given identifiers from S1 to S9 for reference during qualitative coding.

Semi-structured interview guides encouraged students to share their perspectives on the accuracy, benefits, and limitations of OTTs. Participants reflected on their translation processes and how various tools supported or hindered their work. The group format allowed for interaction and discussion, which enriched the depth of data. Each session was audio-recorded and transcribed verbatim. To ensure the credibility of qualitative analysis, two independent researchers reviewed the interview transcripts. Thematic coding was conducted collaboratively, and any discrepancies in interpretation were discussed and resolved through consensus. An interrater reliability check was performed using Cohen's Kappa, yielding a coefficient of 0.82, indicating a high level of agreement between raters.

### *Data Analysis*

The data analysis process in this study followed a triangulated thematic approach, integrating qualitative and quantitative data derived from the questionnaire, screen-based observations, and focus group interviews. The analytical strategy was guided by a dual theoretical framework between Bourdieu's notions of habitus and Latour's Actor-Network Theory (ANT). It allows multi-layered interpretation of students' technological engagements in translation tasks.

First, quantitative data from the questionnaire were first exported into Excel for descriptive statistical analysis. Frequencies and distributions were analyzed to get a picture of students' reported translation experience, their usage of OTTs, and their judgments about predefined constructs: accuracy and benefits.

Next, the qualitative data from the screen-based observations were thematically coded. The researchers conducted a subsequent analysis of video recordings to uncover recurring behaviors, particularly focusing on students' real-time interactions with OTTs. This analysis elucidated the methods employed to develop ideas, validate terminology, and address intricate translation challenges. Transcripts from focus group interviews were analyzed to identify themes related confidence, trust in technology, and perceived limitations, with representative quotes used to illustrate key insights.

Triangulation across the data sources reinforced the validity of the findings. Consistencies between survey responses, observed behaviors, and interview data strengthened the credibility of conclusions, while any discrepancies were carefully contextualized. The combined methodological and theoretical approach thus enabled a nuanced and well-substantiated analysis of student translators' engagement with OTTs in a contemporary academic setting.

## **Results**

Based on the data analysis described in the previous section, the following results have been divided into two sections that respond to the research questions.

### *Research question 1: Students' interactions with OTTs in translating texts*

This section, based on both the observation and survey data, will reflect the translators' heavy reliance on technology in translation, responding to the first research questions, which focus on the impact OTTs have on translators' translation. The relevance of the habitus concept and ANT is described in detail below.

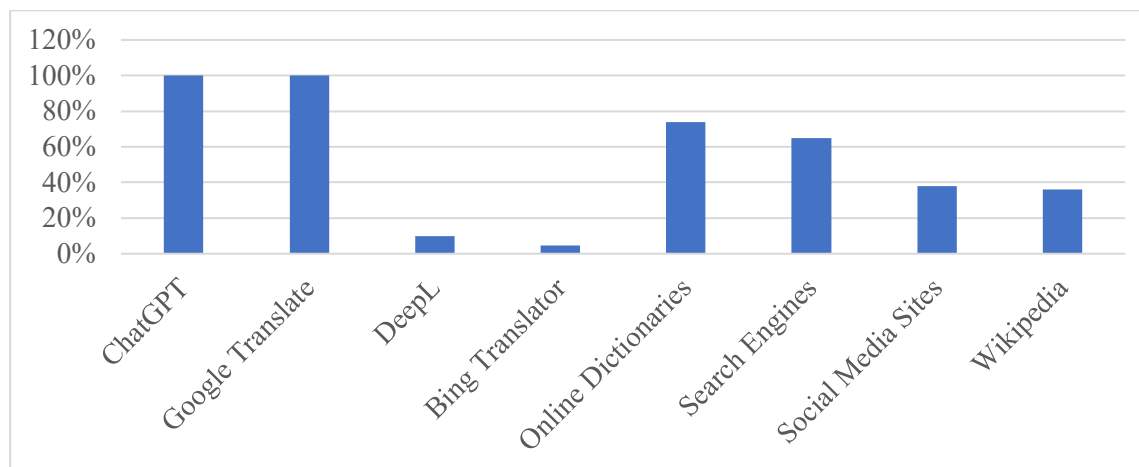
#### *Habitus of translators in using technology*

The transcribed observation data (see Figure 1) illustrates that all of the translators (100%) used OTTs. ChatGPT and Google Translate were used by 100% of respondents, highlighting their ubiquitous presence in students' translation processes. Online Dictionaries and Search Engines also demonstrated high usage rates, with 74% and 65% of students respectively using in completing translation tasks. DeepL, Bing Translator, Social Media Sites, and Wikipedia had significantly lower usage rates, indicating a less prominent role in students' translation workflows.



**Figure 1**

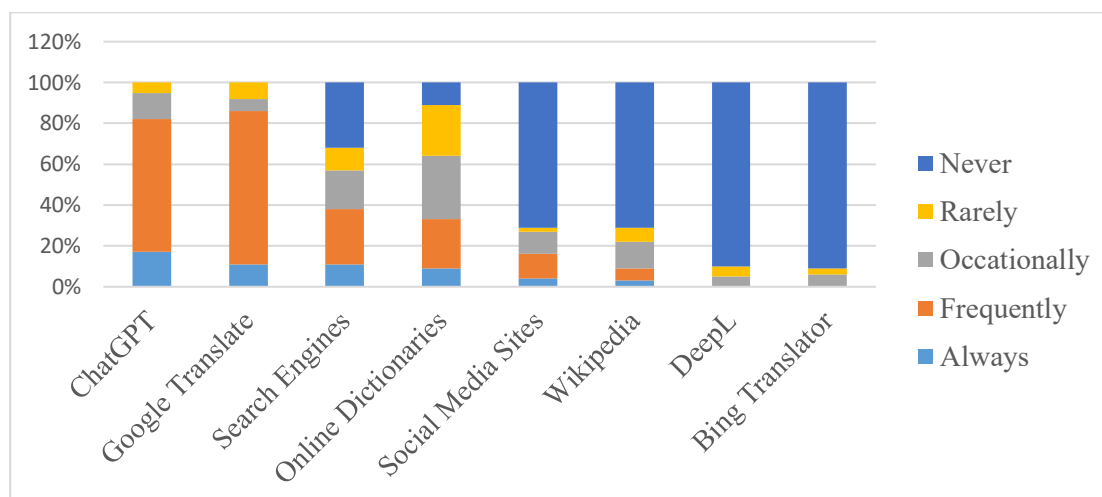
*OTTs used by students*



The above observation data is consistent with the survey results (see Figure 2) which reveal a clear preference for Google Translate and ChatGPT among students in translation. Employed by 100% of respondents, a significant majority of students (75% and 65% respectively) reported using these tools frequently. Online Dictionaries and Search Engines also hold significant positions in students' workflows. These tools are valuable resources, with a combined usage of "always," "frequently," and "occasionally" reported at 62% and 57%, respectively. Data from survey, in contrast, also showed that DeepL, Bing Translator were used less frequently, by a minority of students with a larger proportion of students reporting using them "rarely" or "never".

**Figure 2**

*Student OTT Use: Overall Frequency*

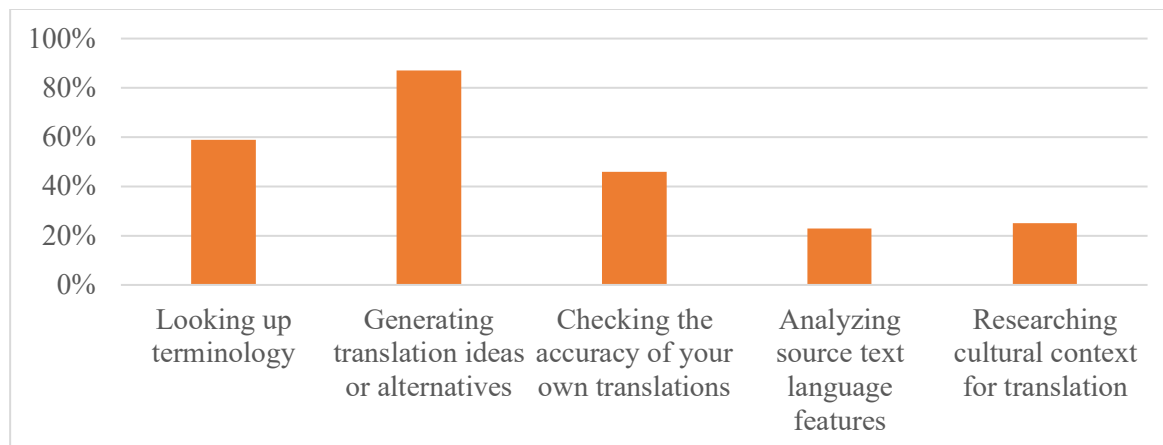


In terms of purposes for which students utilize OTTs during the translation process, the survey data focuses on five key areas: looking up terminology, generating translation ideas, checking translation accuracy, analyzing source text language features, and researching cultural context (see Figure 3). Generating translation ideas or alternatives emerged as the most frequently used purpose, with 87% of respondents indicating its importance. Looking up terminology was also a significant purpose, reported by 59% of students. Checking the accuracy of their own translations was utilized by 46% of students. Researching cultural context for translation and

analyzing source text language features were employed by a smaller percentage of students, at 25% and 23% respectively.

**Figure 3**

*Student OTT Use: Purposes*



The analysis of screen video recordings from observation corroborated the survey findings, highlighting the centrality of generating translation ideas in students' tool usage. For instance, many students (P1, P2, P3, P4, P5, P8, P9, P10, P12, P13, P15, P17, P18, P19, P20, P21, P22) were observed inputting short phrases or sentences into the tool and then carefully considering the various translation options presented. Additionally, the recordings revealed that students frequently consulted the tools to verify the spelling and usage of specific terms, confirming the survey data on the prevalence of terminology lookup (P1, P2, P5, P7, P8, P10, P12, P14, P16, P17, P20, P21). When students encountered unfamiliar words or phrases, they used online dictionaries, search engines, or specialized terminology databases to find appropriate equivalents. While the survey indicated a lower frequency of cultural context research, screen recordings revealed instances where some students (P3, P4, P5, P18, P19) also actively sought cultural information to inform their translations. The data of Figures 1, 2, and 3 indicate that the results of the survey questionnaire and observation are consistent, indicating that all translators selected OTTs, particularly Google Translate and ChatGPT for their translation work. Such selections seem to fit students' preferences, as most of them frequently visit Google Translate and often use it to assist with translation (Kemp, 2021). ChatGPT and Google Translate, both leveraging advanced language models, seem to be the go-to options for initial text exploration. This preference could be attributed to their user-friendly interfaces, speed, and ability to provide contextually relevant translations. Moreover, the translators' reliance on online dictionaries, is evident. That is, they checked word collocations, searched for word meanings and understood the contexts of translated topics and issues. The influence of their past experience and knowledge of translation is suggested by the normative behaviors of the translators. This normative behavior in the use of technology in translation suggests that the habitus of the translators was potentially influenced by their past experience using the tools in their daily lives, particularly for the purpose of translation, and their past learning experience of translation in the university.

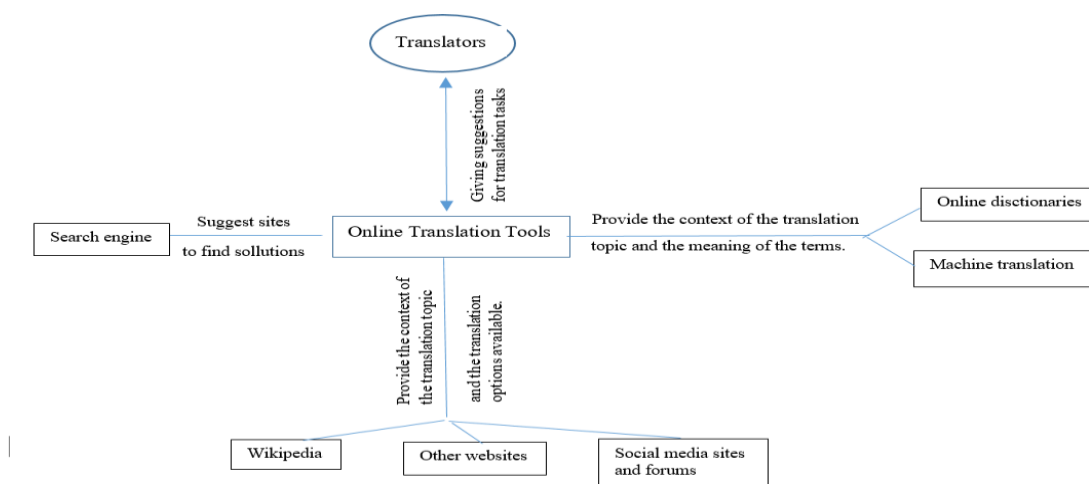
#### *Roles of technology on translators' choices based on ANT*

The preceding section addressed the impact of habitus on the utilization of technology by translators during the completion of translation assignments. ANT can also be employed to analyze these interactions between translators and technology. The observation data suggested

that technology plays a dominant role as instruments that aid translators in their decision-making process. The translators utilized these technological resources to search for translation suggestions and to examine topic-related content in Vietnamese and/or English to gain a more comprehensive understanding of the context, as illustrated in Figure 4. Additionally, technology facilitated their consideration of grammar and word choices (e.g., parts of speech) when pursuing English translations.

**Figure 4**

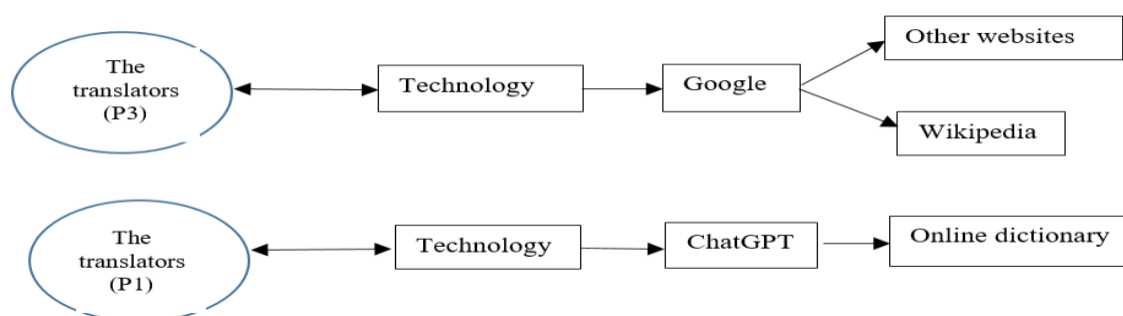
*Interactions of translators and technology in translation process*



Such interactions with technology are likely to influence the strategic decisions translators make when faced with some culture-specific words. This was well exemplified in the translation of the proper name of the tradition "Thanh Hoang" (a tutelary deity or city god). Figure 5 illustrates the actions of human and non-human agents (i.e., translators and technology) addressing this issue. The majority of translators started their search for a solution using Google and ChatGPT (see Figure 5). This decision was associated with their usual practice in employing technology for translation, as detailed in the preceding section.

**Figure 5**

*Example of technology's influence on the choices made for translation of "Thanh Hoang"*



Google results on the first page guided the translators in their search for an English translation by suggesting other sites or tools, including websites and forums related to traditions, Wikipedia, or machine translations. Thus, to attain a satisfying outcome, translators frequently

employed this tool throughout the translation process. As demonstrated by the search descriptions in Figure 5, the translators encountered the term "Thành Hoàng" in the text and recognized the need for translation. The translator (P3) inputted "Thành Hoàng" into Google Search, initiating an interaction between the human and the search engine. Google then returned search results including Wikipedia, articles, websites, and image results related to the term. The translator analyzed the information from Google to understand the cultural and historical context of "Thành Hoàng" and accessed Wikipedia to obtain a structured overview of the concept. Finally, the translator used Facebook to gain insights into contemporary usage. Based on the gathered information, the translator selected appropriate the English equivalent, which is "Village God", after considering factors such as context and stylistic preferences. The output resulted from incorporating the translator's understanding of "Thành Hoàng" and the available online resources.

In addition to the aforementioned technological resources, ChatGPT plays a crucial role in the process of translation. An example was the translation of religious words, which may be the most difficult challenge for students. In the translation of "Thần làng", several translators (e.g., Participant 1) accessed ChatGPT and were given a list of suggestions for translation such as "village deity", "Local deity", "Guardian spirit"- along with explanations indicating the appropriate contexts for each. The translators evaluated the provided options based on context, cultural nuances, and desired stylistic effect, then checked the concept on an online dictionary before the final translated term was produced. This process reflects the interplay between the translator's knowledge and ChatGPT's capabilities.

The interactions illustrate the intimate relationship between translators and technology, who are critical human and non-human actors in the translation process. Additionally, the translators' apparent confidence in the recommendations provided by the technological resources in translation suggested a trusting relationship between translators and technology.

### *Research question 2: Students' perceptions on the use of OTTs*

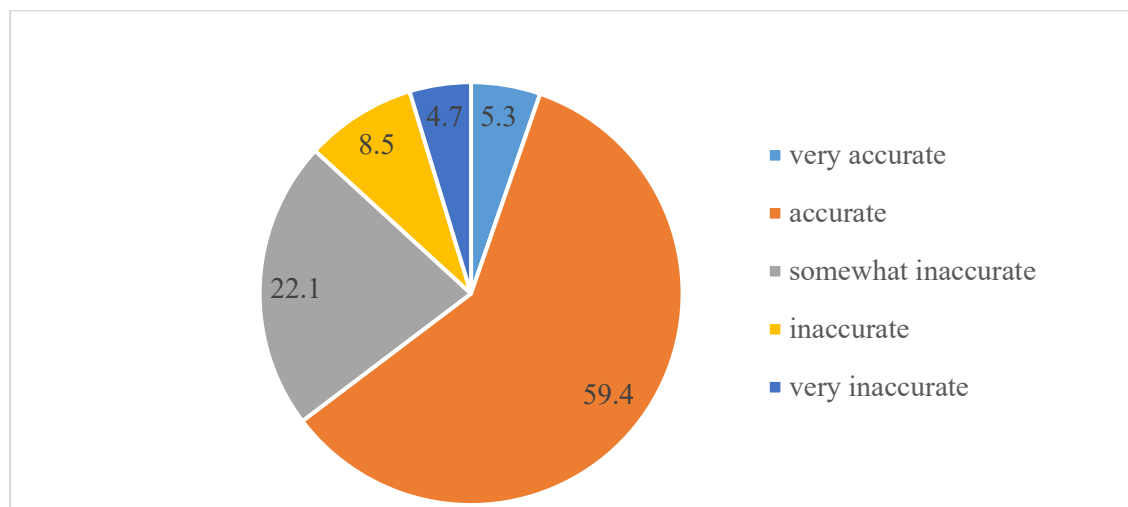
This section presents key findings from the questionnaire and interviews conducted to explore students' perceptions of Online Translation Tools in terms of accuracy and benefits when undertaking translation tasks.

#### *Accuracy*

Figure 6 indicates a generally positive perception of the accuracy of online translation tools with a significant proportion of respondents rating translations as "accurate" (59.4%), indicating a high level of satisfaction with the output. This suggests a high level of satisfaction with the output provided by these tools, indicating that, for many users, OTTs serve as an effective translation aid. However, 22.1% of respondents classified translations as "somewhat inaccurate," pointing to the fact that while OTTs are useful, they still present room for improvement. These inaccuracies may arise from challenges in handling complex sentences, idiomatic expressions, or context-dependent nuances, which are often a limitation of machine translations.. A smaller percentage of 4.7% and 8.5% of respondents rated translations as "very inaccurate" and "inaccurate," respectively, highlighting potential limitations of the tools. This suggests the ongoing need for refinements in machine translation algorithms, especially for more specialized content or less commonly spoken languages. Despite this, the majority of users still find OTTs to be beneficial, underscoring their growing role in translation tasks.

**Figure 6**

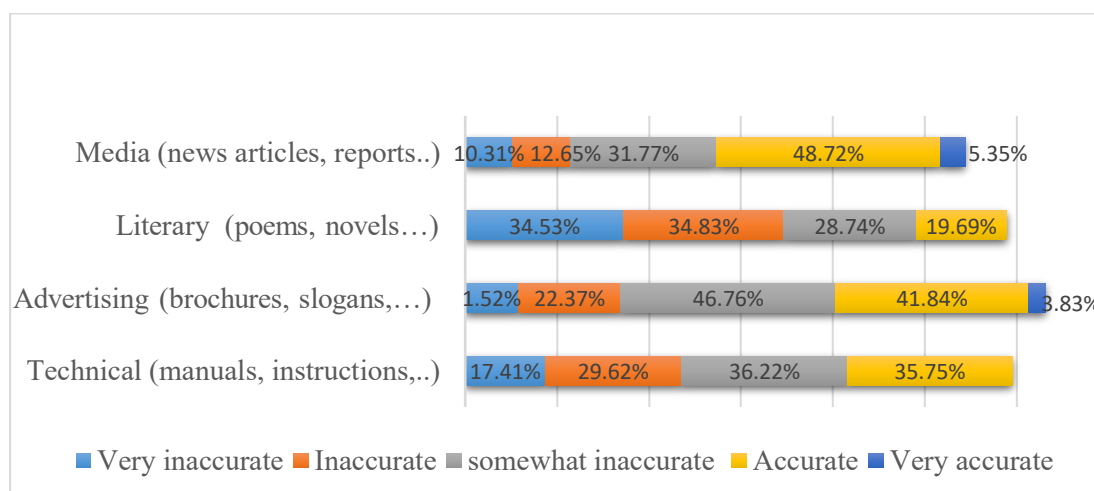
*Student Perceptions of Overall Accuracy of translations produced by Online Translation Tools*



In terms of accuracy by genre, the data from Figure 7 suggests that media and advertising texts, characterized by their relatively straightforward language and structure, yielded higher accuracy ratings. OTTs demonstrated the strongest performance in these text types with a combined 54.7% and 45.67%, respectively, of students rating them as "accurate," "very accurate". This suggests that OTTs are particularly adept at handling content with clear, uncomplicated language. Conversely, technical and literary texts, with their specialized terminology and complex language nuances, posed greater challenges for OTTs. Literary texts posed the greatest challenge for OTTs, with only 19.69% of students rating them as "accurate", underscoring the limitations of OTTs in handling the subtleties inherent in literary works. The majority (97.10%) of respondents indicated varying degrees of dissatisfaction with the accuracy of OTTs for literary translations. OTTs exhibited a slightly higher level of accuracy for technical texts, with 35.75% of students rating them as "accurate." However, the accuracy gap between genres suggests that OTTs still struggle with specialized vocabulary and context-dependent meanings, which are common in technical and literary materials.

**Figure 7**

*Student Perceptions of OTT Accuracy by Genre*





It is evident that while OTTs show promise, there's still a need for continued development to address these accuracy concerns, particularly for more nuanced or context-dependent translations. This data emphasizes that while OTTs can be highly effective for simple texts, they still require significant improvement to accurately handle more complex and domain-specific content.

Data from interviews echoed the above findings where students expressed varying levels of satisfaction with OTT accuracy. While students perceived ChatGPT, DeepL as offering a higher level of accuracy, particularly in terms of understanding context and producing more natural-sounding translations, students expressed concerns about the accuracy of Google Translate, and Bing Translator especially for complex sentences, idiomatic expressions, and culturally specific terms.

*"Now we almost use ChatGPT because it seems to understand the meaning better. It gives us more options and feels more human-like." (Ss-FGI1), (Ss-FGI3)*

*"ChatGPT is amazing! It understands the context really well and gives me different options to choose from." (S2-FGI1)*

*"My translation assignments almost involve in translating formal and academic texts so I find DeepL is definitely the best choice." (S1-FGI1)*

*"Google Translate is fast, but it sometimes misses the point. ChatGPT seems to be better at understanding the context. That's why we use ChatGPT as the first support for our translation tasks" (Ss-FGI1), (Ss-FGI4)*

*"Bing Translator is getting better, but it still makes mistakes, especially with idioms, so we rarely use this tool" (S3-FGI2)*

With online dictionaries, students generally perceived as highly accurate for providing definitions and equivalents of individual words or short phrases. However, they acknowledged limitations in handling contextual nuances. These tools excel in identifying subtle differences in meaning between words but are not as adept at handling contextual nuances.

*"Dictionaries are good for finding word meanings, but they can't translate full sentences. We use this tool to uncover subtle differences in meaning between similar words." (Ss-FGI2)*

*"I only use online dictionary to ensure accurate comprehension of the source text, especially for technical or specialized terms" (S2-FGI1)*

Besides, the students' responses from the interview reflected the findings from the survey, which indicated that the accuracy of OTTs varies based on the type of text being translated. While OTTs performed relatively well on general texts, they struggled with specialized domains such as legal, medical, or technical fields. In these areas, the translations were less accurate, demonstrating the limitations of OTTs when dealing with complex, domain-specific terminology and nuances. This observation highlights the need for more advanced translation methods or specialized training for OTTs in these fields.

*"OTTs are okay for translating news articles, but they are terrible at translating legal documents." (S1-FGI3)*

*"None of the OTTs can really capture the beauty of poetry." (S3-FGI3)*

*"ChatGPT is surprisingly good at handling technical terms, but it's not perfect." (Ss-FG2)*

*"Google Translate is pretty good for basic texts, but it sometimes messes up idioms." (S2-FG4)*

*"DeepL is amazing for general texts. It really understands the context." (Ss-FG14)*

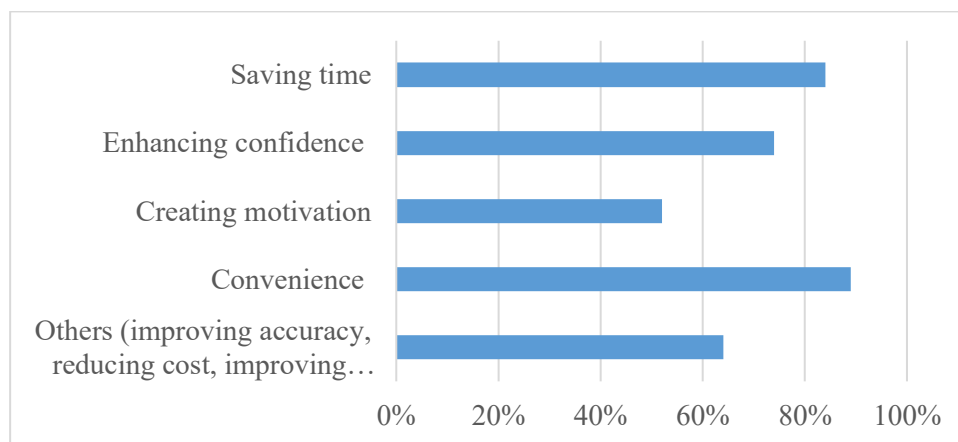
In general, the interview data aligns with the survey results, reflecting students' preferences for advanced OTTs like ChatGPT and DeepL due to their high accuracy, particularly in understanding context and generating natural translations. ChatGPT is favored for its human-like approach and ability to offer multiple options, making it ideal for a wide range of texts. DeepL is preferred for formal and academic translations due to its accuracy. In contrast, students are less satisfied with Google Translate and Bing Translator. Google Translate is fast but struggles with complex sentences and idioms, while Bing Translator still has issues with idiomatic expressions. Students also use online dictionaries to clarify word meanings, but these tools struggle with contextual nuances. OTTs are considered reliable for general texts but less effective in specialized fields like legal, medical, or technical domains, where accuracy diminishes. Students emphasize the need for more advanced translation tools to handle these specialized areas effectively.

### *Benefits of OTTs*

The research data on students' perceptions of OTTs reveals several key benefits, showcasing their importance in modern language learning and translation (see Figure 8). The high percentage (89%) of students who appreciated the convenience of OTTs highlights how these tools provide immediate access to translations, making them highly accessible and user-friendly. This accessibility extends into the time-saving aspect (84%), with OTTs enabling students to complete translation tasks more efficiently, reducing the effort involved in manual translation processes. In addition, confidence enhancement (74%) is another notable benefit, likely stemming from the immediate results and clarity provided by these tools, which reassure users about the accuracy of their translations. Other factors (64%) further make OTTs an appealing option, as they improve translation accuracy and efficiency without high financial costs, particularly beneficial in educational settings. Finally, while motivation is slightly lower (52%), it suggests that the interactivity and engagement provided by OTTs can inspire students to remain engaged in their learning. Collectively, these insights underscore that OTTs significantly enhance the learning experience, making translation tasks more accessible, efficient, and enjoyable for students.

**Figure 8**

*Students' perceptions on the benefits of OTTs*



Aligning with questionnaire, interviews also highlighted the significant benefits of OTTs in supporting students' translation tasks.

In terms of time-efficiency, students highlighted how OTTs have streamlined their translation workflow by reducing the time spent on initial research and drafting. This allowed them to focus more on refining and editing translations.

*"OTTs have significantly improved our workflow. I can quickly get a draft and then focus on making it perfect." (Ss-FGI1), (Ss-FGI4)*

Specifically, Google Translate and Bing Translator were consistently mentioned as being highly efficient in terms of speed. Students appreciated the ability to quickly obtain initial translations.

*"Google Translate is incredibly fast. It is really useful for me when I have to comment on my friend's translation in class. Actually, it saves me a lot of time when I need a quick translation." (S3-FGI3)*

While DeepL and ChatGPT were considered efficient, students noted that these tools might take slightly longer to process longer or more complex texts compared to Google Translate and Bing Translator. However, they were generally satisfied with the overall speed.

*"DeepL and ChatGPT is fast, but it sometimes takes a few seconds more for longer texts." (Ss-FGI1)*

*"I used to spend so much time looking up words and phrases, but ChatGPT has streamlined the process significantly." (S2-FGI3)*

*"ChatGPT has been a game-changer for me. It saves me hours of work by providing initial translations quickly." (S3-FGI2)*

Although Online Dictionaries are essential for vocabulary building, online dictionaries were not perceived as time-saving tools for the overall translation process. They were primarily used for specific word lookups.

In general, OTTs have been instrumental in enhancing the time efficiency of translation tasks for students. Google Translate and Bing Translator were particularly praised for their speed, while DeepL and ChatGPT offered a balance between speed and accuracy. However, students emphasized the importance of human intervention to refine OTT outputs and achieve optimal results.

Regarding motivation, OTTs, particularly ChatGPT and DeepL, have a positive impact on students' motivation in translation tasks. Their ability to provide multiple options, handle complex texts, and offer instant feedback contributes to a more engaging and rewarding translation experience.

*"ChatGPT inspires me to try different approaches to translation. It's like having a brainstorming partner." (S2-FGI2)*

*"When we struggle with a difficult text, using ChatGPT or DeepL as a starting point motivates us to find a better solution." (Ss-FGI3), (Ss-FGI4)*

The capacity of OTTs to provide immediate feedback on translations was highlighted as a motivational factor. Students appreciated the opportunity to experiment with different language choices and observe the results in real-time.

*"Seeing how different OTTs translate the same text motivates me to try and improve my own translation." (S1-FG11)*

Based on extracts above, OTTs have proven to be valuable tools for enhancing student motivation in translation. By providing support, accelerating the process, and fostering a learning environment, OTTs contribute to a more engaging and rewarding translation experience.

Concerning confidence, data from interviews showed that OTTs could significantly enhance students' confidence in their translation abilities, empowering them to tackle more challenging tasks with greater assurance. First, OTTs can be considered as Confidence Boosters. A primary theme that emerged from the interviews was the positive impact of OTTs on students' confidence in their translation abilities. Students expressed a reduced fear of making errors due to the availability of OTTs to verify their work.

*"OTTs have helped me overcome my fear of making mistakes. I can check my translations and feel more confident about my work." (S2-FG13)*

*"We feel more prepared for translation tasks now that we have OTTs to support me." (Ss-FG13),*

*"ChatGPT has really helped me to believe in my translation abilities. It's like having a more experienced translator by my side." (S3-FG13)*

Besides, by comparing their translations to those generated by OTTs, students felt their language proficiency was improving, leading to increased confidence.

*"Using OTTs has made us realize how much I've learned. We are more confident in our ability to translate now." (Ss-FG11)*

*"I've noticed an improvement in my grammar through comparing my translations to those generated by OTTs." (S2-FG3)*

The efficiency gained through using OTTs also contributed to reduced stress levels, leading to increased confidence in meeting deadlines.

*"OTTs have helped us manage my time better, which has boosted our confidence in handling translation assignments." (Ss-FG11), (Ss-FG14)*

*"OTTs have been a lifesaver when it comes to meeting tight deadlines. They've significantly reduced my workload." (S3-FG12)*

Finally, students also highlighted the role of OTTs in building confidence through learning. The ability to experiment with different translation options and receive immediate feedback fostered a growth mindset.

*"OTTs have become my language learning partners. I'm more confident in my language skills now." (S1-FG11)*

Actually, OTTs have played a significant role in enhancing students' confidence in their translation abilities. By providing immediate feedback, reducing the fear of errors, and facilitating language learning, these tools have contributed to a more positive and empowered learning experience.

## Discussion

The integration of OTTs into the translation process has significantly transformed how students approach translation tasks. The results from the survey and observation data show that students interact with a variety of OTTs, suggesting a complex interplay between technology, students' habits, and the broader sociocultural context.

To resolve translation issues, translators were inclined to consult dictionaries, Google Translate, ChatGPT, and other resources. This normative behavior in the use of technology in translation suggests that the habitus of the translators was potentially influenced by their past experience using the tools in their daily lives, particularly for the purpose of translation, and their past learning experience of translation in the university. These methods of utilizing technology implicitly reflected the manner in which the translators conducted the practice, thereby demonstrating the impact of the translators' obtained knowledge and experiences on their habitus (Gouanvic, 2005; Inghilleri, 2005). Translator habitus and these cyclical patterns of behavior seemingly influenced their choices in translation decision-making (Meylaerts 2008; Simeoni, 1998; Yannakouloulou, 2014).

Moreover, the interactions illustrated in Figures 5 and 6 show the close relationship between translators as critical human actors and technology as a non-human actor in the translation process. This was founded on ANT and aligns with another study by Kenny (2017). The decision-making of the translators was significantly influenced by technology. These technical resources allowed them to obtain recommendations for word meanings, word choices, and contexts for the translation topic as a result of technological resources, such as search engines, dictionaries, social media sites and forums, and Wikipedia. This enabled them to select strategies for translating culture-specific items. These resources enabled their selection of ways for translating culture-specific items. Additionally, the translators' evident reliance on the recommendations provided by technological tools in translation demonstrated a trusting relationship between translators and technology, aligning with the findings of De Barra-Cusack (2014) and Wongseree, O'Hagan and Sasamoto (2019). This illustrates the significant impact of technology on translators in the field of translation.

In terms of students' perceptions, they indicated the very complex and greatly nuanced nature of OTT accuracy. While there is a general consensus that OTTs have improved significantly in recent years, their performance varies considerably depending on the specific tool, text type, and the complexity of the language. In terms of actual accuracy, ChatGPT and DeepL seem to be much more effective—especially when handling more complicated sentence constructions, idiomatic expressions, or contextual nuances. Students' positive perceptions of these tools can be attributed to advancements in natural language processing and machine learning. A similar opinion is found in Bonsu and Baffour-Koduah (2023) and Liu and Liu (2023), where authors argued that ChatGPT can be fine-tuned for translation accuracy within specialized domains such as law, medicine, technology to ensure domain relevancy. Additionally, this also reflects the work of Baskara (2023) that ChatGPT is able to translate text from one language to another while preserving the meaning and context of the original text. Google Translate and Bing Translator, although widely used, received much lower ratings on accuracy. They are capable of basic translation; however, their limitations become apparent when confronted with more complex text forms. This suggests that these two systems might continue to utilize relatively robust statistical machine translation models rather than more advanced neural networks. This finding mirrors the ideas of Garcia and Pena (2011) and Bangun and Mustafa (2021).

The preceding findings from the student interviews highlight the essential role of OTTs in enhancing time efficiency throughout the translation process. Students have remarked that these



tools have significantly expedited their workflow, enabling them to focus on higher-order tasks such as refinement and editing. The data indicates that OTTs, particularly Google Translate and Bing Translator, have been instrumental in accelerating the initial stages of the translation process. Their speed in generating initial drafts has freed up students' time to concentrate on more complex aspects of the translation, such as ensuring accuracy, style, and cultural appropriateness. These findings were in line with Josefsson (2011), who stated that students mostly used Google translate for text translation because it was proven to be quick, and Marito and Ashari (2017), who also conducted this kind of research, found that learners' perception of translation tool was useful in urgent condition. This finding is consistent with the findings of Roslaini and Nugroho (2023) which reported that Google Translate maximizes the time-efficiency of translating and acquiring English vocabulary when composing scientific articles. While DeepL and ChatGPT were also perceived as efficient, students noted a slight trade-off between speed and accuracy for longer or more complex texts. This suggests that the optimal choice of OTT may depend on the specific translation task at hand. Online dictionaries, while essential for vocabulary building, have not been perceived as main time-saving tools in the whole translation process. They are more supportive in the function of helping to understand a specific term and less about speeding up the translation of whole texts.

Consistent with the findings of Arfiana (2022) and Qin and Stapleton (2023), the results of student interviews indicated that OTTs increased their motivation and confidence in translating. Offering a range of features, including speed, accuracy, and feedback, OTTs completely transformed what was previously considered a monotonous task into a much more enjoyable and rewarding experience. OTTs empowered students by equipping them with the tools to overcome challenges, experiment with innovative translation processes, and generate multiple options with rapid feedback, thus giving them autonomy and control over the translation process. Furthermore, successful experiences in achieving accurate and fluent translations with OTTs can serve as an internal motivator. This can significantly improve learning. An optimistic attitude increases the level of engagement in education. When students have a positive attitude toward OTTs, they are more likely to engage in the learning process.

OTTs have enhanced student confidence by providing increased possibilities for practice. By comparing their own translations with those of OTTs, students can identify areas for enhancement and recognize their accomplishments. The time-saving aspect of OTTs has alleviated stress and worry, hence enhancing their focus and confidence in developing their translation skills.

## Conclusion

The study shows that the incorporation of OTTs has greatly changed pupils' translation habits. The translators show a very complex interaction with different OTTs reflecting their past experience, the environment in which they learn and the wider socio-cultural context. Their habitus, shaped by these factors, influence their decisions on translation to a great extent. Notably, the close relationship between technology and translators as highlighted by Actor-Network Theory shows the critical role of technology in shaping strategies for translation and building trust between translators and tools.

Furthermore, the study finely shades how OTTs affect significant aspects of the process of translation. While tools like ChatGPT and DeepL excel in accuracy, especially for complicated text, Google Translate and Bing Translator seem less effective with sophisticated language. In benefits, OTTs greatly improve time efficiency because they speed up the early stages of

translation wherein the students concentrate more on polishing and editing. Regarding motivation, OTTs proved to be very helpful as they encouraged students to try different approaches to translation by providing immediate feedback; hence, rendering translation a more engaging and fulfilling endeavor. More importantly, OTTs lowered fear of making mistakes in translation work; therefore, it instilled a growth mindset leading to improved confidence in their abilities as translators. Through improved time management and reduced stress, OTTs help students tackle more challenging task with more confidence. Overall, OTTs are key tools to help students in their translation work, improving both efficiency and the learning experience.

The results of this study demonstrate how significantly OTTs affect student translation work and therefore underline the necessity of considering the appropriateness of their inclusion in translation instructional programs. Educators are advised to investigate the complex relationship between OTTs and translators, as proposed by Actor-Network Theory. This approach, characterized by a human-oriented approach, is balanced by technology's benefits with critical thinking. The following proposed steps are intended to enhance the effectiveness of pedagogy and professionalize students. First, OTTs should be incorporated into the primary educational environment from the beginning of the curriculum. This approach involves structured training workshops plus laboratory experiment sessions that provide students with the opportunity to directly interact with various types of OTTs, such as ChatGPT, DeepL, Google Translate, and Bing Translator. Through constant contrasts in what these instruments create using different texts, students will have a solid grasp on the specific benefits and drawbacks of each technology. To assist with this endeavor, teachers must provide them with comparison tools that promote accuracy verification as well as the appropriateness of the idioms and the relevance of the context. Second, critical analysis and ethical behavior in the use of OTT should be emphasized. Tasks that require students to critically analyze the output of machine translation have an immense effect on them so that they can easily identify the common mistakes and cultural disparities as well as the ethical controversies—e.g., issues of plagiarism or dependency on technology. Group discussion and written response, apart from a critical assessment by students themselves, are included to problematize the issues toward responsible and conscientious use of OTTs. The discussion of actual-world case studies facilitates a deeper understanding of ethical issues in real-life practice, providing a platform for professional success. Third, human-centered translation capacity should be enhanced through specific exercises in editing because the deficiencies of OTTs with regard to nuance—both linguistic and cultural—will more effectively assist students with assignments that require additional review or enhancement of machine-generated translations. These activities not only promote linguistic skill but also cultivate creativity and cultural sensitivity, with metrics designed to evaluate these multiple dimensions of competencies. Starting with small alterations and then moving up to a full retranslation will ensure that skills are developed in a supportive way. Finally, for students to become more professional, we must replicate the real translation environment where OTTs are employed with deadlines and client requirements. Therefore, assessments of projects based on these requirements that involve the OTT use require an explicit explanation from students regarding their preference for technology and the ultimate product, thereby meeting the academic requirements and expectations of industry.

A limitation of this study lies in its focus solely on student perspectives, potentially overlooking crucial insights from educators. Including teachers' views would give a fuller picture of how OTTs are used in teaching, the challenges and benefits teachers face with these technologies, and how to create effective teaching methods that take advantage of OTTs while reducing their downsides. Additionally, the small sample size of 33 students limits the representativeness and generalizability of the findings, potentially restricting the depth of insights and statistical

robustness of the study. Further research should therefore incorporate teacher interviews and involve larger, more diverse participant groups to gain a more nuanced and holistic understanding of the impact of OTTs on translation education.

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