

ASSESSING THE EFFICACY OF AI-INTEGRATED TASK-BASED LEARNING IN MEDIA NEWS TRANSLATION: A CASE STUDY AT NGUYEN TAT THANH UNIVERSITY

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ABSTRACT: This study examines the effects of AI-Integrated Task-Based Learning (AI-TBL), compared with conventional Task-Based Learning (TBL), on students' independent English-Vietnamese media news translation performance, critical AI evaluation, post-editing skills, and perceptions of AI-supported learning at Nguyen Tat Thanh University. Using a quasi-experimental mixed-methods design, the study compares an experimental group receiving AI-TBL with a control group receiving conventional TBL. AI-TBL involves independent translation, AI consultation, human-AI comparison, critical evaluation, post-editing, and reflection. Data are collected through pre- and post-tests, a six-dimension translation rubric, critical AI-evaluation and post-editing tasks, questionnaires, reflection logs, and semi-structured interviews. The simulated findings indicate that the AI-TBL group achieves greater improvement across the assessed translation competencies, particularly accuracy, contextual appropriateness, journalistic style, and readability, as well as critical AI evaluation and post-editing. Students also report both learning benefits and concerns about inaccurate AI output and over-reliance. The study suggests that AI is most effective when used as a learning scaffold that supports human judgment and independent translation competence.

Keywords: *artificial intelligence; generative AI; task-based learning; media news translation; translation competence; AI literacy; post-editing.*

1. INTRODUCTION

1.1. *Background of the Study*

The rapid development of generative artificial intelligence (GenAI) has transformed higher education by supporting tutoring, content creation, personalised learning, assessment, and language learning. Following the emergence of large language models such as ChatGPT, AI use has become increasingly common among university students. Therefore, the key educational issue is no longer whether students will use AI, but how universities can guide them to use it critically, ethically, and productively (Belkina et al., 2025; Qian, 2025; UNESCO, 2023).

Translation education is particularly affected by this change. Unlike conventional machine translation, GenAI can generate alternatives, explain translation choices, analyse context, provide feedback, and assist with revision. Research indicates that GPT-supported post-editing may improve learners' lexical complexity, while AI feedback can promote cognitive, emotional, and behavioural engagement during translation revision (Kwok et al., 2025; Xu et al., 2025). However, fluent AI output does not necessarily demonstrate translation competence because it may contain mistranslations, inaccurate terminology, contextual errors, omissions, or unsupported information.

This issue is especially important in English-Vietnamese media news translation, which requires accuracy, speed, readability, cultural awareness, and conformity with Vietnamese journalistic conventions. News translation involves not only language transfer but also the selection, restructuring, condensation, contextualisation, and adaptation of information for target readers (Bielsa, 2007). Students must therefore be able to assess AI-generated translations critically rather than accept them automatically.

This study adopts TBL as a suitable framework for integrating AI into translation education. TBL engages students in meaningful tasks that require problem-solving, decision-making, feedback, revision, and reflection. In translator training, it can develop problem-solving skills, learner autonomy, translation competence, and technological awareness (Inoue & Candlin, 2015; Ben Seddik et al., 2026). By integrating AI into a structured task cycle, the study aims to help students use AI as a learning scaffold while maintaining human judgment and responsibility for the final translation.

1.2. Problem Statement

Translation teaching in many university contexts still relies on teacher-centred methods in which students translate texts, lecturers identify errors, and model translations are discussed afterwards. Although this approach can improve language knowledge, it may provide limited opportunities for problem-solving, revision, technological development, and learner autonomy. Task-based translation training has therefore been proposed as a more active approach that engages students in sequenced problem-solving tasks (Alenezi, 2020; Inoue & Candlin, 2015).

The widespread availability of GenAI has intensified this challenge. Students can obtain fluent translations instantly and may depend on AI output before analysing the source text or developing their own solutions. While AI can support translation learning and revision, uncritical use may weaken students' ability to interpret context, make decisions, and evaluate translation quality. AI literacy therefore requires not only the ability to use AI tools but also the ability to recognise their limitations and assess their outputs critically (Biagini, 2025; Ranieri et al., 2025).

Although research on GenAI in higher education is growing, empirical studies on its structured integration into translation teaching remain limited. In particular, there is little quasi-experimental evidence on the effect of AI-integrated Task-Based Learning on English-Vietnamese media news translation in Vietnamese higher education. This study addresses that gap by examining whether AI-integrated task-based translation learning can improve students' translation competence while maintaining human agency and critical evaluation.

1.3. Aim and Objectives of the Study

This study aims to examine the effects of AI-Integrated Task-Based Learning (AI-TBL), compared with conventional TBL, on students' independent English-Vietnamese media news translation performance, critical AI evaluation, post-editing skills, and perceptions of AI-supported learning.

The objectives of the study are:

1. To compare the effects of AI-TBL and conventional TBL on students' independent media news translation performance across the six assessed translation competencies.
2. To examine the effects of AI-TBL on students' critical AI evaluation and post-editing skills.
3. To explore students' perceptions of the usefulness, learning benefits, challenges, and risks of AI-TBL in media news translation learning.

1.4. Research Questions

RQ1. To what extent does AI-TBL, compared with conventional TBL, affect students' independent English-Vietnamese media news translation performance across the six assessed competencies, as well as their critical AI evaluation and post-editing skills?

RQ2. How do students perceive the usefulness, learning benefits, challenges, and risks of AI-TBL in English-Vietnamese media news translation learning?

1.5. Significance of the Study

This study has theoretical, pedagogical, and practical significance. Theoretically, it connects TBL with AI-supported translation education and conceptualises translation learning as a structured collaboration between human learners and AI systems. It extends the TBL cycle by incorporating AI consultation, critical evaluation, post-editing, and reflection.

Pedagogically, the study proposes a model in which students produce an initial translation, compare it with AI output, evaluate AI suggestions, revise their work based on evidence, and reflect on their decisions. This process can support the simultaneous development of translation competence, learner autonomy, critical thinking, and AI literacy.

Practically, the findings may help translation lecturers design AI-integrated classroom activities, assessment criteria, and post-editing tasks. They may also inform curriculum development by highlighting the importance of AI literacy and technological competence in preparing future translators.

1.6. Scope and Delimitations of the Study

The research will be confined to media news translation between English and Vietnamese carried out by students majoring in English at Nguyen Tat Thanh University in Vietnam. It concentrates on selected GenAI and AI-aided translation tools included in the particular pedagogical intervention without attempting to assess all possible AI programs. In turn, it will pay attention to changes in translation quality, particular aspects of translation competence, AI assessment skills, post-editing proficiency, and students' attitudes throughout the intervention. Thus, its results need to be considered within the context of the current research scope.

2. LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

2.1. Media News Translation

Media news translation is an interdisciplinary activity that combines translation, journalism, intercultural communication, and discourse studies. It goes beyond the direct transfer of words from one language to another because translators may need to select, condense, restructure, contextualise, and adapt information for target readers. In international news production, translation is closely connected with journalistic practice, particularly because news must be delivered rapidly and effectively across linguistic and cultural boundaries (Bielsa, 2007; Bielsa & Bassnett, 2009).

English-Vietnamese news translation presents challenges related to lexical choices, headline structure, specialised terminology, cultural references, and journalistic conventions. Headlines are often brief, metaphorical, and context-dependent; therefore, literal translation may be unclear or unnatural in Vietnamese. Translators must preserve factual accuracy and the communicative stance of the source text while producing a target text that is concise, clear, natural, and appropriate to Vietnamese media style. Since word choices and information framing may also convey ideological or pragmatic meanings, translators need to consider their potential effects on how events and actors are represented (Bielsa, 2007; Bielsa & Bassnett, 2009).

2.2. Translation Competence

Translation competence is broader than bilingual ability. It refers to the integrated knowledge, skills, and strategies that enable translators to understand the source text, solve

translation problems, use appropriate resources, and produce an effective target text (Hurtado Albir, 2015). The EMT Competence Framework also identifies five interconnected areas: language and culture, translation, technology, personal and interpersonal competence, and service provision (European Commission, 2022).

For media news translation, students need linguistic, cultural, information-search, technological, strategic, and critical-evaluation competence. These competences help them verify facts and terminology, adapt news to Vietnamese journalistic conventions, and assess both human- and AI-generated translations. In this study, translation competence is assessed through accuracy and completeness, lexical and grammatical appropriateness, contextual and cultural suitability, journalistic style, naturalness, readability, and overall quality. Analytical assessment is appropriate because AI-assisted post-editing may improve some aspects, such as lexical complexity, without producing consistent improvement in syntactic complexity (Kwok et al., 2025).

2.3. Task-Based Learning in Translation Education

TBL organises teaching around meaningful and authentic tasks through which students apply linguistic, cognitive, and problem-solving skills to produce a concrete outcome. In translation education, TBL reflects professional practice because students must analyse a translation brief, identify problems, search for information, use technological resources, make decisions, revise their work, and explain their choices. This approach encourages learner autonomy and problem-solving skills rather than passive reliance on teacher explanation (Inoue & Candlin, 2015).

In this study, TBL follows three stages: pre-task, task cycle, and post-task. During the pre-task stage, students analyse the translation brief and anticipate potential difficulties. In the task cycle, they translate, research, compare options, negotiate meaning, and make translation decisions. In the post-task stage, they revise their work, receive feedback, and reflect on the effectiveness of their choices. Authentic translation tasks also allow students to develop translation competence, technological literacy, collaboration, and critical evaluation skills (Ben Seddik et al., 2026). However, tasks should be appropriately scaffolded because complex tasks may overwhelm beginners, group work may lead to

unequal participation, and excessive dependence on AI tools may reduce students' engagement in independent problem-solving.

2.4. Artificial Intelligence in Translation Education

Generative artificial intelligence (GenAI), particularly large language models, is increasingly used in translation education as a translation assistant, feedback provider, revision scaffold, post-editing aid, and interactive learning partner. Unlike conventional machine translation tools, GenAI can generate alternative translations, explain linguistic choices, compare options, identify possible errors, and provide immediate feedback. A systematic review of 60 empirical studies shows that GenAI can support translation performance and structured feedback or post-editing tasks, although its effectiveness depends on pedagogical design and human oversight (Yue et al., 2026).

In translation learning, AI can assist students with contextual analysis, terminology selection, drafting, revision, and evaluation. Students may still engage actively with AI feedback by checking suggestions and conducting independent research before revising their work (Xu et al., 2025). However, GenAI should supplement rather than replace teacher feedback. ChatGPT feedback tends to focus on lexical and morphosyntactic issues, whereas teacher feedback is often more detailed and is accepted more frequently by students (Su et al., 2025). Although AI can promote efficiency, personalised support, and learner autonomy, it also creates risks of hallucination, contextual errors, bias, over-reliance, academic-integrity concerns, and privacy issues. Therefore, students need to evaluate AI output critically and retain responsibility for their translation decisions (Qian, 2025).

2.5. From AI-Assisted Translation to Human-AI Collaborative Translation

The central distinction in AI-assisted translation is between translating *through* AI and translating *with* AI. When AI is used only as a production tool, learners may obtain an acceptable target text without developing the ability to interpret, justify, or evaluate translation choices. In contrast, AI functions as a learning scaffold when it provides alternatives, explanations, feedback, and revision support while learners retain responsibility for their decisions.

Human agency is therefore essential in AI-assisted translation. Students should interpret context and communicative purpose, verify facts and terminology, compare possible solutions, and decide whether to accept, revise, or reject AI-generated output. Critical evaluation and post-editing are consequently more than proofreading: they require students to detect additions, omissions, mistranslations, contextual inaccuracies, and stylistic problems. Research shows that students respond differently to AI feedback, ranging from careful verification to uncritical acceptance; this highlights the need for guided and reflective use of AI (Xu et al., 2025).

AI literacy is equally important for translation students. It includes technical understanding, critical evaluation, and ethical awareness rather than mere familiarity with AI tools (Biagini, 2025). In translation education, critical AI literacy involves writing suitable prompts, recognising the limitations and possible hallucinations of AI, checking information, evaluating alternative translations, and maintaining the ability to translate independently. This is particularly necessary for novice translators, as evidence indicates that students already use AI translation tools even when they have received little formal training in their responsible use (Zhang & Doherty, 2025).

2.6. AI-Integrated Task-Based Learning

In this study, AI-TBL is defined as an approach that incorporates generative AI into authentic translation tasks without replacing students' initial independent problem-solving. It follows the principle: Human thinking → Human consultation with AI → Human critical evaluation → Revision. This design combines the authentic, learner-centred nature of task-based learning with the potential of AI to provide alternatives, explanations, feedback, and post-editing support (Inoue & Candlin, 2015; Yue et al., 2026).

The AI-TBL cycle consists of seven stages. First, students analyse the context, vocabulary, translation problems, and strategy without AI support. Second, they produce an initial translation independently. Third, they consult AI for alternative translations, terminology, explanations, or contextual analysis. Fourth, students compare their own work with AI output to identify strengths, weaknesses, omissions, inaccurate terminology, and stylistic issues. Fifth, they critically evaluate AI suggestions and justify which suggestions should be accepted, modified, or rejected. Sixth, students revise and post-edit their translations

while remaining responsible for the final target text. Finally, they reflect on AI suggestions and explain what they accepted, rejected, or changed and why. This reflective stage can transform AI use into metacognitive learning and strengthen critical AI literacy (Biagini, 2025; Xu et al., 2025).

Thus, the key pedagogical principle of AI-TBL is Human → AI → Human: independent human reasoning occurs before AI consultation, and human critical judgment determines the final translation after AI interaction.

2.7. Previous Empirical Studies

Previous research on TBL emphasises meaningful tasks, authentic communication, interaction, problem-solving, and learner autonomy. These principles are relevant to translation education because authentic translation tasks require students to analyse briefs, search for information, compare alternatives, justify decisions, and revise their work. Although empirical research on TBL in translation remains limited, existing studies indicate that it can support novice translators' problem-solving ability, autonomy, and professional competence (Inoue & Candlin, 2015; Ben Seddik et al., 2026).

Research on machine translation and generative AI in translation education shows both potential and limitations. In Vietnam, Phuong et al. (2024) found that English-Vietnamese translation majors frequently used machine translation tools, including ChatGPT, while also recognising the need for critical and pedagogically guided use. International studies show that AI feedback can promote active revision and cognitive engagement, but teacher feedback may remain more detailed and more readily accepted by students (Su et al., 2025; Xu et al., 2025). Reviews likewise report relatively positive outcomes for translation performance and feedback or post-editing, but mixed findings regarding learner experience, AI literacy, and learning processes (Yue et al., 2026).

Recent scholarship also connects post-editing with AI literacy. Students must not merely operate AI tools; they need to verify information, identify hallucinations or contextual errors, assess alternative translations, and retain responsibility for the final text (Biagini, 2025; Zhang & Doherty, 2025). However, controlled studies comparing structured AI-integrated translation instruction with non-AI task-based instruction, particularly in the

English-Vietnamese context, remain scarce. This gap provides the rationale for the present study.

2.8. Research Gap

Seven research gaps can be found in the literature. First, AI and TBL have not often been systematically combined into translation pedagogy. Second, there is insufficient experimental data that compare AI-TBL against traditional TBL. Third, media news translation has not been given sufficient attention within the scope of GenAI research. Fourth, the majority of research focuses on either perceptions or AI-produced artifacts without addressing the actual development of independent translation competence. Fifth, critical AI evaluation and post-editing competence need further investigation as explicit learning outcomes. Sixth, there is insufficient controlled evidence on Vietnamese universities. Seventh, no study has examined this specific AI-TBL model among English majors at Nguyen Tat Thanh University.

Thus, it can be stated that the main proposition of the current research is that the educational benefits of AI do not depend on whether AI is used but how it is used.

2.9. Conceptual Framework

This study conceptualises AI-TBL as a structured process through which students complete authentic media news translation tasks while maintaining human control over translation decisions. Students first analyse the source text and produce an independent translation before consulting AI. They then compare their work with AI output, evaluate alternative solutions critically, post-edit the translation, and reflect on their decisions. Through this process, AI functions as a learning scaffold rather than a substitute for human thinking.

The framework assumes that translation competence is developed through students' active engagement in analysis, comparison, evaluation, decision-making, revision, and reflection. AI consultation offers additional perspectives, but students remain responsible for verifying information, identifying errors, and determining the final translation. Therefore, the study distinguishes between AI-supported performance and genuine competence development. Improved performance in no-AI pre- and post-tests, together with stronger critical evaluation and post-editing ability, indicates that students have developed

independent translation competence. In this sense, AI is educationally valuable when it supports human agency, critical thinking, and reflective learning.

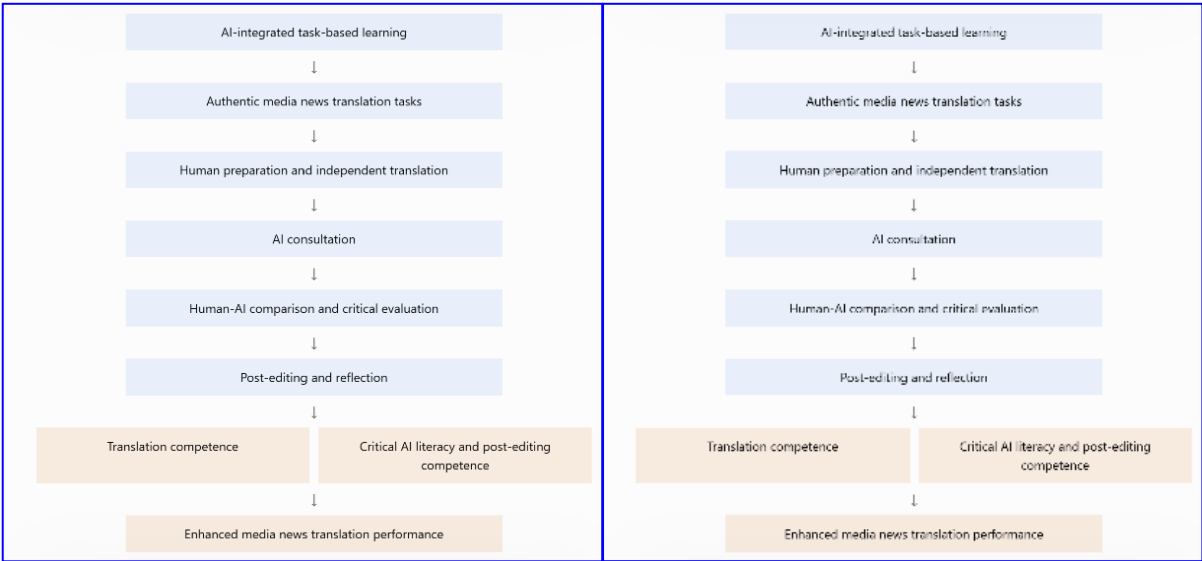


Figure 1: Conceptual Framework of the Study

3. METHODOLOGY

This study uses a quasi-experimental mixed-methods design to examine the effect of AI-TBL on English-Vietnamese media news translation competence. Quantitative data measure changes in translation performance, while qualitative data explain students’ learning experiences and AI-use practices (Creswell & Plano Clark, 2025).

The study involves approximately 64 students with major in Translation and Interpretation from cohorts K22 and K23 at the Faculty of Foreign Languages, Nguyen Tat Thanh University. They will be divided into an experimental group and a control group of approximately equal size. Both groups will learn through authentic English-Vietnamese media news translation tasks under similar conditions of instructional time, task difficulty, teacher support, feedback, revision, and reflection.

Research instruments include pre- and post-tests, an analytical translation rubric, a critical AI evaluation and post-editing task, a questionnaire, semi-structured interviews, reflection logs, and selected AI-interaction records. Translation performance will be assessed according to accuracy and completeness, lexical appropriateness, grammar and syntax, contextual and cultural appropriateness, journalistic style, readability, and overall quality (European Commission, 2022).

Quantitative data will be analysed using descriptive statistics, paired-samples *t*-tests, independent-samples *t*-tests, and, where appropriate, ANCOVA with pre-test scores as a covariate. Qualitative data from interviews, reflection logs, open-ended responses, and AI interactions will be analysed thematically following Braun and Clarke's (2021) approach. Quantitative and qualitative findings will be integrated through triangulation to explain both the effects of AI-TBL and students' experiences of the intervention.

To ensure reliability and validity, the instruments will be pilot-tested, the rubric will be reviewed by translation lecturers, and two qualified raters will assess translations where possible. Ethical safeguards include informed consent, voluntary participation, confidentiality, anonymisation, data protection, and transparent AI-use guidance. AI use will not be allowed during the pre- and post-tests. The study therefore examines whether structured AI-TBL can develop independent, critical, and responsible translation competence.

4. RESULTS

This section presents simulated findings on the effectiveness of AI-TBL in English-Vietnamese media news translation. The study involved 64 third-year Translation and Interpretation students at Nguyen Tat Thanh University: 32 students in the AI-TBL experimental group and 32 students in the conventional TBL control group. The two groups were comparable before the intervention, with no significant differences in translation ability, AI experience, or critical AI-evaluation skills.

Using translation tests, an assessment rubric, AI-evaluation and post-editing tasks, questionnaires, interviews, and reflection logs, the study found that both groups improved after instruction. However, the AI-TBL group achieved greater gains in overall translation performance, critical AI evaluation, and post-editing. The strongest improvement was found in journalistic style and register, suggesting that AI-TBL may help students produce more accurate, natural, and contextually appropriate Vietnamese news translations.

4.1. Participant Characteristics and Baseline Equivalence

The simulated sample included 64 third-year university students aged 20 to 22 (mean = 20.84 years; standard deviation = 0.62). All participants had taken basic-level translation courses but had not been formally trained to incorporate TBL with generative AI in media

translation. Of those surveyed, around 79.7% had previously used generative AI informally for language learning or translation-related activities, although 21.9% had evaluated the accuracy of AI translations relative to source texts.

Analysis of the baseline data revealed similarity in the two groups before intervention. The experimental group's pre-test translation score mean was 64.31 (standard deviation = 6.72) while that of the control group was 63.78 (standard deviation = 6.58). In an independent-samples *t*-test, there was no significant difference, $t(62) = 0.32$, $p = .751$, Cohen's $d = 0.08$. There were also no significant baseline differences in terms of prior AI usage, self-assessed translation proficiency, or critical evaluation scores of AI ($p > .05$).

Table 1. *Participant Characteristics and Overall Pre-/Post-Intervention Outcomes*

Variable	Experimental Group ($n = 32$)	Control Group ($n = 32$)	Statistical result
Mean age, years	20.81 (0.59)	20.88 (0.66)	$p = .694$
Previous GenAI use (%)	81.3	78.1	$p = .754$
Translation pre-test /100	64.31 (6.72)	63.78 (6.58)	$p = .751$
Translation post-test /100	82.47 (5.91)	71.34 (6.41)	$< .001$
Pre-post gain	18.16	7.56	—
Within-group effect size (d)	2.34	1.03	—
Critical AI evaluation pre-test /40	20.66 (4.12)	20.31 (4.26)	$p = .740$
Critical AI evaluation post-test /40	32.47 (3.56)	23.28 (4.17)	$< .001$
Post-editing task /40	33.19 (3.41)	25.06 (4.22)	$< .001$

Note. Values in parentheses are standard deviations. Numerical values represent simulated data generated for the proposed research design.

4.2. Effects of AI-TBL on Overall Translation Performance

The simulated results show improvement in both groups, although the AI-TBL group achieved substantially greater progress. In the experimental group, the mean score increased from 64.31 in the pre-test to 82.47 in the post-test, a gain of 18.16 points. A paired-samples *t*-test indicated that this improvement was statistically significant, $t(31) = 13.24$, $p < .001$, $d = 2.34$. This suggests that AI-TBL may enhance students' media news translation performance by combining authentic translation tasks with AI consultation, critical evaluation, post-editing, and reflection.

The control group also improved significantly, with mean scores increasing from 63.78 (SD = 6.58) to 71.34 (SD = 6.41), $t(31) = 5.84$, $p < .001$, $d = 1.03$. This result confirms the value of conventional TBL; however, its gain of 7.56 points was considerably lower than the 18.16-point improvement observed in the AI-TBL group.

In the post-test, the experimental group outperformed the control group by 11.13 points, $t(62) = 7.22$, $p < .001$, $d = 1.81$. ANCOVA, controlling for pre-test scores, also showed a significant instructional-group effect, $F(1, 61) = 49.62$, $p < .001$, partial $\eta^2 = .45$. Thus, in this simulation, the instructional condition accounted for approximately 45% of the adjusted variance in post-test performance. These findings are consistent with research suggesting that well-designed GenAI-supported task-based learning can strengthen learning outcomes when AI use is combined with teacher guidance, task planning, and AI literacy development (Li et al., 2026).

4.3. Effects on the Various Translation Competencies

The simulated post-test results indicate that the AI-TBL group outperformed the control group across all six dimensions of English-Vietnamese media news translation. The assessment rubric measured accuracy and completeness, lexical appropriateness, grammar and syntax, contextual and cultural appropriateness, journalistic style and register, and readability and naturalness. Anonymous scripts were independently assessed by translation lecturers; formal analysis should be conducted only after satisfactory inter-rater reliability has been established.

Table 2. Post-Test Translation Competence

Outcome (/10)	Experimental M (SD)	Control M (SD)	p	d
Accuracy and completeness	8.39 (0.71)	7.21 (0.82)	< .001	1.54
Lexical appropriateness	8.24 (0.76)	7.18 (0.79)	< .001	1.37
Grammar and syntax	8.18 (0.73)	7.31 (0.81)	< .001	1.13
Contextual and cultural appropriateness	8.15 (0.82)	6.91 (0.91)	< .001	1.43
Journalistic style and register	8.42 (0.69)	6.94 (0.88)	< .001	1.87
Readability and naturalness	8.36 (0.72)	7.16 (0.84)	< .001	1.53

The strongest effect was found in journalistic style and register ($d = 1.87$), suggesting that AI-TBL may help students produce more concise headlines, clearer attribution, fewer source-language calques, and more natural Vietnamese news discourse. Large effects were also observed in accuracy, readability, and contextual or cultural appropriateness. Students appeared to pay closer attention to names, figures, quotations, institutional titles, culture-specific expressions, and the target audience rather than accepting AI output automatically.

Lexical appropriateness and grammatical accuracy also improved significantly. Reflection data suggest that students became more aware of collocation, headline vocabulary, and the difference between literal equivalence and context-appropriate journalistic language. Grammar and syntax showed the smallest, but still substantial, effect ($d = 1.13$), which is consistent with evidence that GPT-assisted post-editing may improve lexical features more consistently than syntactic complexity (Kwok et al., 2025). Overall, the results suggest that AI-TBL supports not only more accurate translations but also stronger genre awareness, critical evaluation, and target-language naturalness.

4.4. Students' Perceptions of AI-TBL

To address RQ2, the experimental group completed a post-intervention questionnaire and participated in reflection activities and semi-structured interviews. The simulated questionnaire results show generally positive perceptions of AI-TBL. Students rated AI-TBL as useful for media news translation learning ($M = 4.43$, $SD = 0.48$), reported strong AI literacy development ($M = 4.39$, $SD = 0.47$), enhanced critical thinking ($M = 4.35$, $SD = 0.49$), and increased learning engagement ($M = 4.28$, $SD = 0.51$). Translation confidence also received a positive rating ($M = 4.17$, $SD = 0.56$).

Table 3. Experimental Group Students' Perceptions of AI-Integrated Task-Based Learning

Perception outcome (/5)	Experimental group M (SD)
Perceived usefulness	4.43 (0.48)
AI literacy development	4.39 (0.47)
Critical thinking	4.35 (0.49)
Learning engagement	4.28 (0.51)
Translation confidence	4.17 (0.56)

Reflection logs and interview data further suggest that students valued AI as a source of alternative wording, terminology support, and immediate feedback. However, they also identified inaccurate terminology, contextual misunderstandings, hallucinated information, and the risk of accepting fluent AI output without adequate verification. Students therefore viewed AI-TBL most positively when AI was used after independent translation and when they were required to compare, evaluate, revise, and justify their final decisions. Overall, the findings indicate that AI-TBL may promote engagement and confidence while also developing awareness of the need for critical, responsible, and non-dependent AI use.

5. DISCUSSION

The simulated findings suggest that AI-TBL may improve students' English-Vietnamese media news translation performance more effectively than conventional TBL. Although both groups improved after instruction, the experimental group achieved a substantially larger gain. This indicates that conventional TBL supports learning through authentic tasks, feedback, revision, and reflection, while structured AI integration may provide additional opportunities for comparison, critical evaluation, and post-editing.

The findings should not be interpreted as evidence that AI alone produces better translations. In the AI-TBL process, students first translated independently and consulted AI only afterwards for alternatives, explanations, and feedback. Their stronger performance in the no-AI post-test therefore suggests possible development of independent translation competence rather than simple reliance on AI output. This supports the view that AI is most educationally valuable when it functions as a learning scaffold rather than a replacement for human judgment (Biagini, 2025; Yue et al., 2026).

The strongest improvement was found in journalistic style and register. Media news translation requires concise headlines, accurate attribution, natural Vietnamese wording, and conformity with journalistic conventions. Comparing human and AI-generated translations may have helped students identify source-language calques, unnatural sentence patterns, and the difference between literal translation and effective Vietnamese news writing. The improvement in contextual and cultural appropriateness further suggests that students became more attentive to institutional titles, culture-specific references, factual accuracy, and target-reader expectations.

The experimental group also showed stronger critical AI evaluation and post-editing performance. Students were better able to identify errors, detect hallucinations, assess AI suggestions, and make justified translation decisions. This result is important because the ability to use AI does not necessarily include the ability to evaluate its accuracy or limitations. AI-TBL appears to promote human responsibility by requiring students to verify AI output before accepting, revising, or rejecting it. This is consistent with research showing that students can engage actively with AI feedback but still need guidance to avoid uncritical acceptance (Su et al., 2025; Xu et al., 2025).

Regarding RQ2, students generally perceived AI-TBL as useful for translation learning, AI literacy development, critical thinking, and engagement. However, reflection logs and interviews also revealed concerns about inaccurate terminology, contextual errors, hallucinated information, and over-reliance. These findings indicate that positive perceptions of AI do not mean unconditional trust. Students valued AI most when it was used after independent translation and when they were required to compare, evaluate, revise, and justify their final decisions.

Grammar and syntax showed the smallest, although still significant, improvement. This pattern is consistent with earlier research suggesting that GPT-supported revision may improve lexical features more consistently than syntactic complexity (Kwok et al., 2025). Future instruction should therefore include more activities focused on sentence restructuring and Vietnamese journalistic syntax. Overall, translation lecturers should integrate AI through a structured sequence of independent translation, AI consultation, comparison, critical evaluation, post-editing, and reflection. Since the present findings are simulated, they should be treated as illustrative of the proposed research design and verified through future studies using real classroom data, validated instruments, and reliable inter-rater assessment.

6. CONCLUSION AND RECOMMENDATIONS

This study suggests that AI-TBL can strengthen English-Vietnamese media news translation competence. Compared with conventional TBL, AI-TBL may improve students' translation accuracy, journalistic style, readability, contextual appropriateness, critical AI evaluation, and post-editing ability. Its effectiveness lies not in allowing AI to translate for

students, but in requiring them to translate independently, compare their work with AI output, evaluate suggestions critically, revise, and reflect on their decisions.

Translation educators should integrate AI through structured task cycles rather than unrestricted use. Students should complete an initial translation without AI, use AI only for consultation and comparison, justify revisions, and remain responsible for the final text. Assessment should measure both independent translation competence and the ability to evaluate AI-generated output. Future research should test the proposed model with larger samples, longer interventions, validated instruments, and real classroom data.

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