**THE APPLICATION OF AI IN COMPOSING VIETNAMESE-ENGLISH TRANSLATION STRUCTURE EXERCISES IN HUFLIT**

By Nguyen Duc Chau 1

1 Giảng viên khoa Ngoại ngữ, HUFLIT, Trường Đại học Ngoại ngữ -Tin học TP.HCM

*chaund@huflit.edu.vn*

**ABSTRACT**

Only based on translation textbook lessons, especially in an environment overwhelmed with free softwares such as Bing Translator, Google Translate, Google Lens Homework, ChatGPT will certainly create monotony and boredom leading to the suppression of learning motivation, which seems to be getting weaker and weaker in Translation students at the Faculty of Foreign Languages, HUFLIT. Students here are inherently very weak in grammar and structure; Therefore, they face all obstacles in higher subjects, requiring a solid background in basic subjects. This article aims to create specific perspectives on what lecturers can prepare and implement in the classroom, namely using AI to create interesting Structural Translation exercises, a kernel essence of learning language, to create a more effective learning environment for university students, especially to create better learning motivation, help students be passionate about learning translation coordinated with various structures and achieving good results.

Keywords: Google Lens Homework, learning motivation, Structural Translation, kernel essence, translation textbook lessons

**1. Introduction**

1.1 Background to the study

Translation studies, in general, and specifically, Translation 1 are widely popular in language education institutions. However, recently, with the emergence of AI, especially free translation software like ChatGPT, Bing Translator, Google Translate, and Google Lens Homework, students' interest in these subjects has somewhat diminished. Many students believe that simply inputting text into these software tools will yield instant results, eliminating the need for actual learning. Teachers must convincingly demonstrate that these tools only provide partial assistance and do not fully replace human capabilities. If students rely solely on these tools to translate textbook passages for submission and receive casual grading, the allure of these subjects will inevitably decline. This loss would detract from the artistry and creativity of language translation and the essence of translated texts, while also diminishing students' motivation and consequently reducing both the quantity and quality of learners. Teachers could also be discouraged.

In many previous academic articles, English-majored students, generally within the Faculty of Foreign Languages, have shown weaknesses in grammar and structure. This is partly due to inadequate English language instruction in remote areas, which has hindered their progress in more advanced subjects that require a solid foundation. Teachers need to clearly determine which structures should be taught alongside translation in Translation 1: basic, intermediate, or advanced levels. However, it should be noted that these levels are not entirely consistent between Vietnamese and English. Teachers can refer to the detailed course syllabus and official teaching materials to fully grasp the issues before proceeding.

1.2 Statement of the Problem

In the Faculty of Foreign Languages at Chi Minh University of Foreign Languages and Information Technology (HUFLIT), one of the most interesting subjects for students majoring in English is Translation, which is embedded with lots of various classic and modern works. Free softwares such as Bing Translator, Google Translate, Google Lens Homework,… can partly help them in dealing with classwork and homework, but previous studies proved that they cannot really help students in the final tests, in which electronic gadgets are not allowed. In the seriously monitored exams like those in HUFLIT, students’ real competence is the only factor that can help them pass the course. However, some lack the necessary learning motivation when they deal with the lessons in the textbooks. As mentioned in 1.1, most students are from remote areas, where English has not been diligently taught, leading to poor learning outcomes. Their official recorded grades have very low reliability, cannot present their real competence. Many get very big loopholes in grammar and structures, of which features and important role in learning English cannot be soon modified.

1.3 Research question

The research question in this paper circles around how to improve learning motivation with AI-composed translation structural exercises:

- What are the appropriate methods to compose attractive translation structural exercises in translation courses?

1.4 Significance of the study

The purpose of my study is to introduce some procedures to compose translation structural exercises, both in Moodle and in offline classroom, to meet the proposed learning outcomes, especially in structures, to improve students’ motivation, and to meet the innovation demand from the institution. The structural exercises should meet some criteria such as proper structures, dove with each level; fascinating topics, new and attractive vocabulary, including phrasal verbs, viewed as the kernel of the English language.

1.5 Scope and delimitation of the study

The study can be popularly employed in VN’s other institutions, including those of still apply various techniques, modern and traditional, in teaching translation. However, some apparent setbacks of my proposal are that not all universities are eager for the time-and-effort-consuming change, and they may be in the status of lacking adequate professionals. Besides, its conclusions may not be true when it is applied in other institutions with different regulations.

**2. LITERATURE REVIEW**

The rapid advancement of artificial intelligence (AI) has led to the integration of tools like ChatGPT into academic settings, raising discussions about their benefits and ethical implications. While AI can enhance writing skills, generate academic content, and streamline feedback, concerns remain about academic integrity, critical thinking, and the reliability of AI-generated work. Similarly, e-assessment has introduced efficiencies in education but faces challenges in preventing cheating and plagiarism. This literature review examines ChatGPT’s role in academic writing, its strengths and weaknesses, ethical considerations, and the evolving landscape of e-assessment.

ChatGPT can be used as assistance for academic purposes. It can improve writing skills since it is trained to deliver feedback on style, coherence, and grammar (Aljanabi et al., [2023](https://www.nature.com/articles/s41599-023-02269-7#ref-CR2)). [1]

Recent studies showed that ChatGPT could create academically acceptable essays on different topics (Hoang G, Nguyen M, Le T (2023). [2]

Questions on the ethics of using ChatGPT in different forms of academic writing have been raised (Bishop, [2023](https://www.nature.com/articles/s41599-023-02269-7#ref-CR6); Grimaldi and Ehrler, [2023](https://www.nature.com/articles/s41599-023-02269-7#ref-CR13)). [3] [4]

Farrokhnia et al. ([2023](https://www.nature.com/articles/s41599-023-02269-7#ref-CR9)) was cited in Bašić, Ž., Banovac, A., Kružić, I. *et al.* (2023)[5] that “A recent SWOT analysis of ChatGPT’s impact on education comprehensively analyzed all the mentioned issues”. “Strengths included advanced natural language generation, self-improvement, and personalized feedback, with potential benefits in information accessibility, personalized learning, and reduced teaching workload”. “Weaknesses encompassed limited understanding of the topic, inability to critically evaluate information, response quality evaluation challenges, bias risks, and a lack of higher-order thinking. Threats included contextual limitations, academic integrity risks, discrimination perpetuation, increased plagiarism, etc.”

Kocdar, S., Karadeniz, A. & Peytcheva-Forsyth, R. (2018) [6] state that E-assessment practices have some advantages, such as providing more accessible, flexible, efficient, and convenient assessment experiences for learners, teachers, and institutions. Students and teachers frequently express their concerns about the cheating and plagiarism that can result from e-assessment, and this concern is limiting the widespread use of e-assessment.
**ChatGPT in Academic Writing and E-Assessment**

**ChatGPT as an Academic Writing Aid**

ChatGPT, a large language model (LLM), has demonstrated potential in assisting academic writing by improving grammar, coherence, and style (Aljanabi et al., 2023). Students and educators can use it to refine drafts, receive instant feedback, and enhance writing clarity. Research by Hoang et al. (2023) found that ChatGPT-generated essays were academically acceptable across various disciplines, suggesting its utility as a supplementary learning tool.

However, concerns arise regarding students’ over-reliance on AI-generated content, which may hinder independent critical thinking (Bishop, 2023). Farrokhnia et al. (2023, as cited in Bašić et al., 2023) conducted a SWOT analysis of ChatGPT in education, identifying strengths such as **natural language generation, personalized feedback, and reduced educator workload**. Conversely, weaknesses included **limited topic comprehension, inability to critically assess information, and potential biases**. These limitations highlight the need for careful integration of AI tools in academic settings.

**Ethical Concerns in AI-Assisted Writing**

The ethical implications of ChatGPT in academia remain a key debate. Grimaldi and Ehrler (2023) argue that while AI can aid writing, it risks **promoting plagiarism and reducing originality**. Bishop (2023) emphasizes that institutions must establish **clear guidelines** on AI usage to prevent misuse while encouraging responsible engagement with AI tools.

Additionally, AI-generated content may inadvertently perpetuate **biases or misinformation** due to its training on large datasets (Bašić et al., 2023). Educators must teach students to critically evaluate AI-generated responses rather than accept them uncritically. Some universities have begun implementing **AI-detection software** to maintain academic integrity, though these tools are not foolproof (Cotton et al., 2023).

**E-Assessment: Benefits and Challenges**

E-assessment has transformed education by offering **flexible, efficient, and accessible** evaluation methods (Kocdar et al., 2018). Digital exams, automated grading, and instant feedback enhance learning experiences. However, concerns about **cheating and plagiarism** persist, particularly with AI tools that can generate undetectable responses (Peytcheva-Forsyth et al., 2023).

Kocdar et al. (2018) found that while students appreciate the convenience of e-assessment, many express concerns about **fairness and security**. Institutions must implement **proctoring software, plagiarism detection, and AI-monitoring tools** to mitigate risks. The rise of ChatGPT further complicates e-assessment, as students may use it to produce AI-generated submissions (Cotton et al., 2023).

**Conclusion and Future Directions**

ChatGPT offers significant benefits for academic writing, including **personalized feedback and content generation**, but its limitations and ethical risks necessitate careful oversight. Similarly, e-assessment provides efficiency but requires safeguards against academic dishonesty. Future research should explore:

* **Best practices for integrating AI in education**
* **Improved AI-detection methods**
* **Ethical frameworks for AI-assisted learning**

As AI continues to evolve, educators and policymakers must balance **innovation with academic integrity** to ensure AI tools enhance rather than undermine learning.

 **3. Methodology**

3.1 Structure Selection

Selecting appropriate structures for each level of study is the initial step that must be determined. Teachers must review the syllabus and textbooks before utilizing AI to filter structures. Specific requirements must be outlined so that AI can select desired structures and cross-reference results with the data from the syllabus and textbooks. Structures that are too basic and simple will fail to motivate students, as they always desire to learn new and challenging concepts, which AI can easily assist them with. Structures that are overly advanced and complex will exceed students' capacity to comprehend and remember, leading to fear and difficulty in the subject. Teachers will also face challenges in imparting knowledge, in teaching successfully, and in helping students achieve required learning outcomes.

Select 10 advanced English Structures with examples.

 **Hypothetical Conditional Sentences (Third Conditional):**

* If he had studied harder, he would have passed the exam.

 **Cleft Sentences:**

* It was in the park that I saw her yesterday.

 **Participle Clauses:**

* Having finished her work, she went for a walk.

 **Inversion:**

* Not only was he late, but he also forgot to bring the documents.

 **Reduced Relative Clauses:**

* The book I read yesterday was fascinating.

 **Modal Perfects:**

* She must have forgotten about the meeting.

 **Complex Gerunds:**

* She is interested in studying classical literature.

 **Passive Voice with Emphasis:**

* The decision was made by the committee.

 **Ellipsis:**

* He can play the guitar; she, the piano.

 **Nominalization:**

* The construction of the bridge is scheduled for next year.

Ellipsis and complex gerunds can be sorted out for their basic, uninteresting features. The vocabulary in table 1 is very simple, cannot be used for the subject specializing in vocabulary like translation. "He would have passed the exam," "studying classical literature," "The book I read yesterday was fascinating."

Phrasal verb, an interesting field of vocabulary that students are always hard to cope with, should be employed to attract students.

Make 3 different sentences with "Act up" and "Back down" in Conditional Type 2. Vietnamese meaning is added.

1. Nếu họ không ngừng đòi hỏi, tôi sẽ phải **"act up"** và từ chối họ.
2. Nếu bạn không thể giải quyết xung đột đó, bạn nên **"back down"** và tìm cách khắc phục nó.

 3. Nếu chúng ta không thể đạt được thỏa thuận, chúng ta sẽ "back down" và tìm một giải pháp khác.

The subjects in the above examples are too simple and do not meet the criteria (they, I, you, we). Students will quickly get bored with such monotonous exercises. We should find more attractive vocabulary and topics to diversify terms and create novelty.

**3.2 Vocabulary selection**

Select 20 terms of Criminal law with Vietnamese equivalents, except for proper names.

1. Actus Reus: Hành vi Phạm tội
2. Mens Rea: Ý định Phạm tội
3. Beyond a Reasonable Doubt: Vượt qua mức nghi ngờ hợp lý
4. Burden of Proof: Gánh nặng chứng minh
5. Homicide: Giết người
6. Murder: Giết người
7. Manslaughter: Nguyên nhân tình thế không cố ý
8. Felony Murder: Tấn công
9. Assault: Hành hung
10. Battery: Cướp

Table 2

We must note that ChatGPT sometimes provides inaccurate information, as in these cases (4: nhóm minh chứng không phải Gánh nặng chứng minh, 7: ngộ sát, không phải nguyên nhân tình thế không cố ý. 10: bạo hành, không phải cướp). Instructors need to filter and verify the information provided by ChatGPT to avoid mistakes that could lead to a loss of students' trust.

**3.3 Selecting Phrasal verb**

ChatGPT: Certainly! Here is a list of 10 commonly used English phrasal verbs, along with their Vietnamese meanings and examples:

1. Act up - Hành động không đúng cách

 Example: The computer is acting up again. (Máy tính đang hoạt động không đúng cách lại.)

2. Ask out - Mời ai đó đi chơi, hẹn hò

 Example: He finally asked her out on a date. (Cuối cùng anh ấy đã mời cô ấy đi hẹn hò.)

3. Back down - Nhượng bộ, từ bỏ

 Example: He refused to back down from his position. (Anh ấy từ chối nhượng bộ từ vị trí của mình.)

4. Back up - Sao chép dự phòng, hỗ trợ

 Example: Make sure to back up your files regularly. (Hãy đảm bảo sao chép dự phòng tập tin của bạn thường xuyên.)

5. Blow up - Nổ tung, phá hủy

 Example: The factory blew up due to a gas leak. (Nhà máy bị nổ tung do rò rỉ khí.)

6. Break down - Hỏng, hết hoạt động

 Example: My car broke down on the way to work. (Xe của tôi hỏng giữa đường đến nơi làm việc.)

Table 3

Now, we use the selected structures, combined with the above topics and vocabulary, hereafter some common phrasal verbs, to build up the intended structural translation excercises.

More important, editor takes a role in composing meaningful challenging excersises.

* 1. **Structure: Use Not until, Only when to translate these sentences into English**
	2. **Phrasal verb: Use bring up: đề cập; call off: huỷ bỏ**
1. **Chỉ khi cuộc đàm phán về sắp kết thúc, CEO đề cập đến việc hợp tác với công đoàn.**
2. **Thám tử, người được giao vụ án, quyết định đề xuất ý kiến rằng chỉ khi nhân chứng không xuất hiện, vụ án mới bị hủy bỏ.**
3. **Cô ấy đưa ra các chủ đề khác nhau và nói rằng xã hội không nên hủy bỏ các nỗ lực tái hòa nhập cho người từng phạm tội. Chỉ khi họ không thể quay đầu, chúng ta mới phán xét.**
4. **Mãi đến khi các nhà làm luật đưa ra vấn đề tỷ lệ tái phạm (recidivism), Toà án tối cao mới có thể dẫn đến quyết định hủy bỏ một số thực tiễn về án phạt.**
5. **Mãi đến khi có quyết định nữa chừng hủy bỏ phiên xử của thẩm phán, điều mà cả phiên toà không ai ngờ đến, các luật sư biện hộ mới dám tuyên bố rằng việc này vô hình chung mang đến những lo ngại về cách hệ thống tư pháp xử lý các tội phạm xã hội.**

Table 4

We can see that the outcomes are still simple and AI can deal with them easily. To yield better learning motivation, it is necessary to build up more interesting structures though time and effort for edition are needed.

1. Chỉ khi cuộc đàm phán về sắp kết thúc, CEO đề cập đến việc hợp tác với công đoàn. (simple and uninteresting)

Editted: Chỉ khi cuộc đàm phán về đình công kéo dài sắp kết thúc, vị Giám đốc điều hành cứng rắn mới chịu xuống nước, đề cập đến khả năng hợp tác với công đoàn, nhằm tìm ra các lối thoát khả dĩ. (more complex vocabulary)

1. Thám tử Sergei, người được giao vụ án, quyết định đề xuất ý kiến rằng chỉ khi nhân chứng không xuất hiện, vụ án mới bị hủy bỏ. (simple and uninteresting)

Editted: Thám tử Sergei, người được giao vụ án liên quan đến đụng độ băng nhóm năm rồi, quyết định đề xuất ý kiến rằng chỉ khi nhân chứng không xuất hiện làm chứng do sợ hãi bị thủ tiêu, vụ án mới bị hủy bỏ. (more attractive vocabulary and tense)

1. Cô ấy đưa ra các chủ đề khác nhau và nói rằng xã hội không nên hủy bỏ các nỗ lực tái hòa nhập. Chỉ khi họ không thể quay đầu, chúng ta mới phán xét. (simple and uninteresting)

Editted: Cô luật sư công tố, luôn miệng đưa ra các chủ đề đầy tính thách thức, đã khéo léo nhắc ban bồi thẩm rằng xã hội không nên hủy bỏ các nỗ lực tái hòa nhập cho người từng phạm tội. Chỉ khi những cựu tù này không thể quay đầu, ban bồi thẩm mới được phán xét họ. (more attractive vocabulary)

1. Mãi đến khi các nhà làm luật đưa ra vấn đề tỷ lệ tái phạm (recidivism), Toà án tối cao mới có thể dẫn đến quyết định hủy bỏ một số thực tiễn về án phạt. (simple and uninteresting)

Editted: Mãi đến khi các nhà làm luật đưa ra vấn đề tỷ lệ tái phạm (recidivism) trong các nhà tù được đánh giá có an ninh chặt chẽ, vốn dĩ xuất phát từ một chuyên gia tội phạm giàu kinh nghiệm trong nghề, toà án tối cao mới có thể dẫn đến quyết định hủy bỏ một số thực tiễn về án phạt. (more attractive vocabulary and structures)

1. Mãi đến khi có quyết định hủy bỏ phiên xử, các luật sư mới tuyên bố rằng việc này mang đến những lo ngại tội phạm xã hội.

Editted: Mãi đến khi có quyết định nữa chừng hủy bỏ phiên xử của thẩm phán, điều mà cả phiên toà không ai ngờ đến, các luật sư biện hộ mới dám tuyên bố rằng việc này vô hình chung mang đến những lo ngại về cách hệ thống tư pháp xử lý các tội phạm xã hội.

**Table 5**

**4. DISCUSSION**

The following discusses how the structural translation can be viewed as fitting the criteria.

 Most English-majored students in HUFLIT are weak in multiple aspects, particularly grammar and vocabulary, due to various reasons. They mostly rely on AI to complete in-class exercises and homework, benefiting from recent technological advancements. In Translation 1, students face fewer challenges with textbook exercises, but they are eager to engage in Vietnamese-English translation tasks which incorporate diverse structures cleverly woven into intriguing and novel thematic contexts. These tasks are appealing because they introduce a wealth of beneficial vocabulary, including phrasal verbs, considered quintessential in English. However, the complexity of structures and vocabulary should match the students' proficiency level. Structures that are overly simplistic fail to motivate learning since AI readily assists with such tasks. Conversely, overly complex structures surpass students' absorption capabilities.

Chỉ khi cuộc đàm phán về sắp kết thúc => Chỉ khi cuộc đàm phán về *đình công kéo dài* sắp kết thúc,

CEO đề cập đến việc hợp tác với công đoàn => vị *Giám đốc điều hành cứng rắn* mới chịu xuống nước, đề cập đến *khả năng hợp tác* với công đoàn, *nhằm tìm ra các lối thoát khả dĩ*.

**Discussion: Structural Translation and Its Fitness for Learning Criteria**

The structural translation approach must be carefully designed to align with students' proficiency levels while maintaining engagement and educational value. At HUFLIT, English-majored students often struggle with grammar and vocabulary, leading them to rely heavily on AI tools for completing exercises. While AI provides immediate assistance, it does not always foster deep learning. In **Translation 1**, students find textbook exercises less challenging but show greater enthusiasm for **Vietnamese-English translation tasks** that incorporate **diverse structures and thematic contexts**. These tasks are particularly effective because they introduce **phrasal verbs, idiomatic expressions, and advanced vocabulary**, which are essential for mastering English.

However, the difficulty level must be calibrated appropriately. **Overly simplistic structures** fail to engage students because AI can easily generate such translations, reducing motivation. Conversely, **excessively complex structures** exceed students’ comprehension and retention capabilities, leading to frustration rather than learning. For example, the sentence:

*"Chỉ khi cuộc đàm phán sắp kết thúc, CEO đề cập đến việc hợp tác với công đoàn."*

When translated literally, it becomes:

*"Only when the negotiations are about to end, the CEO mentioned cooperating with the union."*

This version is grammatically correct but lacks depth. A more enriched translation, incorporating **stronger vocabulary and nuanced phrasing**, enhances learning:

*"Only when the prolonged strike negotiations were nearing an end did the stern CEO finally relent, mentioning possible collaboration with the union to seek feasible solutions."*

This version introduces:

* **Lexical enhancements** (*prolonged strike, stern CEO, feasible solutions*)
* **Structural complexity** (inversion: *"did the CEO finally relent"*)
* **Contextual depth** (adding *"finally relent"* implies prior resistance)

**The Role of Editing in Translation Exercises**

Editing is crucial in ensuring that translation exercises are both **linguistically challenging and engaging**. AI-generated translations (e.g., from ChatGPT) often produce **flat, formulaic sentences** that lack stylistic richness. For instance:

* **Basic AI output:** *"Not until the meeting ended did they reach an agreement."*
* **Enhanced version:** *"Not until the heated boardroom debate concluded did the executives finally break a fragile compromise."*

The second version incorporates **descriptive adjectives (*heated, fragile*), stronger verbs (*broker*), and contextual details (*boardroom debate*)**—elements that make the exercise more stimulating for learners.

**Implications for Teaching Translation**

1. **Balancing Difficulty** – Exercises should avoid **over-reliance on AI-solvable tasks** while ensuring complexity remains within students’ grasp.
2. **Vocabulary Enrichment** – Introducing **phrasal verbs, idiomatic expressions, and domain-specific terms** helps students move beyond basic translations.
3. **Contextual Depth** – Real-world scenarios (e.g., business negotiations, legal disputes) make exercises more **relevant and engaging**.
4. **Encouraging Critical Thinking** – Instead of accepting AI-generated translations at face value, students should be trained to **refine and enhance them** through editing.

 Editing plays an equally crucial role in compiling these exercises. For instance, using "Not until" and "Only when" provided by ChatGPT yields simple and less engaging sentences. Adding vocabulary enhances motivation for learners. For example, "Only when the negotiations about the prolonged strike are nearing their end," shifts to "Only when the prolonged strike negotiations are nearing an end." The stern CEO discussed collaborating with the union to find feasible solutions. These methodical details can answer research questions and effectively boost students' learning motivation.

Structural translation exercises must strike a balance between accessibility and challenge to maximize learning outcomes. By incorporating rich vocabulary, varied sentence structures, and real-world contexts, educators can create tasks that motivate students to move beyond AI dependency while strengthening their linguistic competence. Future research should explore optimal difficulty thresholds and AI-augmented editing techniques to further refine translation pedagogy.

**5. CONCLUSION**

Using AI in compiling Vietnamese-English Structural Translation exercises can significantly reduce instructors' preparation time. However, teachers should invest much effort to ensure high-quality and engaging assignments that attract students. Moreover, instructors need to familiarize themselves with operating and correcting AI commands. Initially, this unfamiliarity may consume considerable time. Yet, with proficiency, tasks become simpler, enabling the creation of more interesting exercises that contribute to the course's success.

Discussing the role and effective use of ChatGPT in crafting Vietnamese-English Structural Translation exercises can enhance learning quality, sustain students' passion for exploration, and maintain their learning motivation. Effectively utilizing ChatGPT can help students achieve excellent results in Translation studies, an area traditionally challenging for many learners. This research aims to assist educators and students in maximizing the potential of ChatGPT as a modern technological aid, thereby enhancing individual learning capabilities.

**6. RECOMMENDATIONS**

5.3.1 For Instructors

Teaching translation is a hard task for all lecturers, especially when they cope with students with different backgrounds coming from different areas, some have not gained standardized English teaching (Translation 1 is a common course). Besides getting knowledge of both L1 and L2 cultures, general fields ranging from society, business, cultures, lifestyles, foreign affairs, and medical science…they need to gain some skills of proper use of vocabulary and simple structures, mastering two languages. Helping learners gain learning motivation and get the learning outcomes set up by the course outline should be considered a priority; so, various and attractive teaching techniques for Translation 1 should be studied and applied.

5.3.2  For Students

Translation requires students to try their best to practice not just in the classrooms, not only with textbooks but also at home or online, which contain millions of valuable documents, appropriate to help widen knowledge and language skills. Making use of those can certainly help them achieve their learning goals and get good jobs in the current competitive labor market.

5.3.3 For Researchers

This is just a humble study and a minor method, unreliable for real research. There is a need for further research on whether or not HUFLIT learners, especially students of Translation, really gain their course learning outcomes as posted, and how to develop the method further to produce better Vietnamese-English Structural Translation exercises for higher levels.

 5.4 Limitations

Besides the above-mentioned limitations of a simple method, the research may be viewed as just a case study in HUFLIT, not popularly applied in other English classrooms. It is also hard to convince busy instructors to spend a lot of time and effort to make an improvement of Vietnamese-English Structural Translation exercises from the traditional procedures to the new if they cannot recognize the real benefits, especially when they are so busy with their own projects.

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Tiến sĩ Nguyễn Đức Châu là giảng viên tiếng Anh tại Khoa Ngoại ngữ. Ông từng giữ chức vụ Chủ tịch Hội đồng Khoa học Khoa Ngoại ngữ (HUFLIT) năm 2011-2021 và làm Trưởng bộ môn Giáo học pháp- Biên Phiên dịch từ năm 2015. Ông từng giữ chức Phó Trưởng Đề án Ngoại ngữ Quốc gia 2020 tại HUFLIT và là thành viên chính thức của Hội đồng Khoa học HUFLIT (2006-2015). Hiện ông đang là Trưởng bộ môn Biên Phiên dịch tại Khoa Ngoại ngữ.