

EFL Students' Perspectives on ChatGPT in Translation: Exploring AI Assistance, Motivation, and Learning Outcomes

Cao-Tuong Dinh

English Language Department, FPT University, Can Tho Campus, Vietnam

TuongDC@fe.edu.vn

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Abstract: Recent advances in artificial intelligence (AI) offer promising opportunities to improve language education, particularly in translation, by providing tools that can enhance both learning processes and outcomes. Yet, how these AI tools are perceived and integrated, especially in areas that demand cultural sensitivity and a nuanced understanding, has not been fully explored, notably from the perspective of English as a Foreign Language (EFL) students. This study set out to examine how English major students view the use of ChatGPT, a text-based generative AI tool, within translation classes, using the Expectation-Value Theory as a framework. The study involved 62 junior English majors from a university in Vietnam and employed a mixed-methods approach, including pre- and post-course surveys, reflective journals, focus group interviews, and analysis of course grades. Results showed that students generally regarded Chat

