Using Computer-assisted Language Learning to Improve Interpretation Skills for Fourth-Year English Majors at Hanoi Open University

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ABSTRACT

The purpose of this study is to investigate fourth-year English majors' perceptions of interpretation skills and computer-assisted language learning (CALL) as well as difficulties in learning interpretation skills and some useful suggestions to improve this skill for fourth-year English majors at Hanoi Open University. The researchers used the mixed method of quantitative and qualitative approaches for the study. A questionnaire survey was carried out to collect data from 194 students in class K27 majoring in English. The quantitative results showed that nearly all students admitted the importance of interpretation skills and CALL in their learning process. The findings also emphasized several challenges students face in mastering interpretation skills. Besides, the results mentioned CALL offered several benefits for improving interpretation skills. Qualitative data from teacher interviews was also employed to find out the problems in the learning process and point out some effective suggestions for beneficial software and applications.

Keywords: Interpretation skills, effective suggestions, beneficial software and applications

Introduction

The application of information technology plays a crucial role in education at many universities worldwide. It creates a learning environment that enables students to integrate technology into their studies. Information technology has been effectively implemented in universities, leading to successful technology-based teaching and learning models. It is widely used as a tool in teaching and learning foreign languages. However, its role extends beyond being just a tool for education; it also contributes to broader social development. Many universities are increasingly shifting from traditional teaching methods to learner-centered approaches.

Language ability and cognitive adaptability are crucial for interpretation. CALL applications like speech recognition software and digital recordings improve students' listening skills.

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Multimedia features like podcasts and video lectures enhance listening comprehension, preparing students for real-world interpreting challenges. Furthermore, for them to benefit from the ever-changing range of affordances provided by these new technologies, they must continue receiving training. In the review article, Blake (2016) highlights the ways in which computer-assisted language learning (CALL), when properly positioned within a task-based language teaching framework, can support language development. Learners are eventually pushed to integrate speaking, listening, reading, and writing, and they typically can interact with the digital aspects of their own lives when new technologies are combined with a task-based language teaching goal-oriented approach. The ability for students to learn individually and at their own pace is one of CALL's primary advantages. Godwin-Jones (2015) shows that the students can benefit most from this, as they require a lot of one-on-one work. Self-assessment modules are frequently included in CALL-based technology, allowing students to monitor their progress and analyze their performance. Zhang and Liu's (2020) study finds that students using self-assessment tools in CALL-based technology improve interpretation accuracy and fluency, potentially benefiting language acquisition in the classroom. Nim Park (2009) indicates that instructors' opinions toward computer use are generally favorable. They view computers as helpful teaching tools that can improve instruction by providing students with a range of linguistic inputs and extending their exposure to real-world situations. A study by Pham and Le (2024) explores students' perceptions of ChatGPT as a helpful tool for language learning, finding it favorable and enhancing knowledge. It suggests that educators can use AI tools to revolutionize language research and instruction. Pham & Nguyen (2024) also suggest several benefits to using ChatGPT in the classroom for language acquisition. Moreover, online applications offer a variety of listening materials, including videos, audio clips, and dialogues, which can be repeatedly listened to to improve listening comprehension. According to Sabir et al. (2021), with technological advancements, computers and multimedia have become common in language classes, allowing students to listen to native English speakers. Chandha and Chowdury (2022) explore that blended learning involves transforming traditional lecture-based classes into technology-enhanced blended classes.

Huynh (2024) reveals the adoption of AI in education, focusing on EFL high school students' autonomy. Previous research shows that AI positively impacts linguistic skills and knowledge, allowing learners to be more autonomous and self-regulated. However, concerns persist about over-dependence, especially without proper teacher guidance, and the need for proper guidance. Nguyen & Pham (2024) suggest the potential of AI avatars to overcome traditional language learning issues like apprehension and inadequate practice. The research highlights the need to improve the use of AI applications in various educational settings and enhance their impact on oral communication abilities.

However, in terms of the context for English majors at Hanoi Open University, particularly at the Faculty of English, in the learning process, the students have still faced many challenges in developing interpretation skills, including fear of making mistakes, lack of interpretation practices, confidence and motivation, limited linguistic proficiency, lack of cultural knowledge, inadequate interpreting abilities, and other factors. Utilizing computer-assisted language learning (CALL) to overcome these problems for fourth-year English majors at Hanoi Open University has become a strategic priority. This article aims to evaluate fourth-year English

majors' perceptions of interpretation skills and CALL as well as to analyze the advantages of using CALL as a modern teaching and learning methods to improve both interpretation skills in the classroom and students' self-directed learning abilities.

Literature Review

Overview of previous studies

The use of computer-assisted language learning (CALL) has been highly appreciated so far and has gained interest in the modern world. It is thought that CALL has effectively changed the teaching and learning method. CALL in classrooms is an issue of much concern for many writers in the world. Jafarian et al. (2012) demonstrate that multimedia computers can help students complete learning tasks in traditional teaching and learning environments besides providing extra practice and supplementary activities. In this study, 40 Iranian students were selected and randomly divided into two groups, namely the experimental group (20 students) and the control group (20 students). An independent sample t-test was conducted to ascertain whether there is a statistically significant difference between the writing test scores of the experimental and control groups. This significant divergence between the two cohorts with the advantage of CALL users highlighted how CALL enhanced students' EFL knowledge and ability. Furthermore, with the introduction of digital forms, CALL is now presented in a much more multimodal setting, affording learners more agency and autonomy in producing language (Blake, 2016). Computer-assisted language learning (CALL) is gaining popularity in education due to its adaptable, customizable, and engaging learning opportunities. While its benefits for general language proficiency have been widely recognized, its potential for enhancing interpretation skills has been less explored.

A study by Wang and Li (2022) developed a competence framework for interpretation technologies using empirical data from 10 interviews and 647 questionnaires. It identified factors affecting interpreters' technological competency, such as awareness, learning, and skills. The framework proposed a three-dimensional approach for interpreting technologies, examining their application in interpreting education, curriculum development, and instructional strategies. Additionally, Ramos (2022) discuss the implementation of a machine translation and post-editing module in a Spanish university's postgraduate PSIT program, assessing the effectiveness of the module. The study involved 42 students, gathered quantitative and qualitative data, and found that students were generally satisfied with the module's content. Besides, the findings of a 14-year experiment of computer-assisted interpreting activities in Hanyang University's ESL classes were presented in this research. There have been twenty-three sight translations, consecutive interpretations, and shadowing exercises between English and Korean. Additionally, speech synthesizers and video and sound editing tools were used to edit sound files and video clips from various sources. The students completed a questionnaire to find out what they thought of these exercises. The study's findings suggested that interpreting training activities could enhance language proficiency. (Lee, 2014)

Chen and Kruger (2024) present a trial of the computer-assisted consecutive interpreting workflow, which involves respeaking using speech recognition and producing assisted output

through machine translation. The study introduced a training framework and evaluated the workflow with trained students. The results showed that computer-assisted consecutive interpreting outperforms conventional consecutive interpreting in interpreting quality, accuracy, fluency, and cognitive load, with respeaking playing a critical role. The importance of respeaking in the computer-assisted consecutive interpreting workflow was highlighted by the discovery that there was a positive correlation between respeaking and interpretation quality in both directions.

However, no investigations have been identified in the context of fourth-year English students in interpretation classes at Hanoi Open University, and no studies have been found regarding the use of CALL to improve interpretation skills in the Faculty of English, Hanoi Open University. Therefore, the topic "Using Computer-assisted Language Learning to Improve Interpretation Skills for Fourth-Year English Majors at Hanoi Open University" was chosen for the study.

Theoretical background

Definition of CALL: CALL, as defined by Davies et al. (2013), is the use of computers to enhance language learning resources, including vocabulary building, grammar exercises, and interactive simulations. Chapelle (2001) expands on this to include mobile devices, multimedia applications, and online platforms. CALL is a dynamic field that adapts to technological advancements, ensuring continued diversification of methods and tools.

Definition of interpretation skills: Interpretation has been defined as the oral transfer of spoken language from a source language to a target language in real time (Pöchhacker, 2004). Interpretation is the real-time transfer of spoken language between source and target languages, requiring rapid processing, memory retention, and fluency. According to Gile (2009) and Weber (1984), it differs from translation, which uses written language and allows more review time. Interpreters act as impartial mediators, promoting clear communication between speakers.

Difficulties in learning interpretation skills: A significant barrier to learning interpreting techniques is the difficulty of language. To convey meaning effectively, interpreters need to be proficient in both the source and target languages. Pöchhacker (2004) asserts that one of the most difficult parts of interpreting is the requirement for linguistic flexibility, as interpreters often have little time to prepare and must adjust to a variety of contexts, dialects, and specialized vocabulary. Learning to understand the subtleties of two languages can be challenging for students, especially when understanding specialized or technical content. Kalina (2008) points out that inaccurate interpretation can be due to insufficient vocabulary and poor grammar in both languages. Another major problem with simultaneous and sequential interpreting is memorization. According to Baker (2018), semantically, the word from the source language could be complicated. This is a quite typical translation issue. There could be a difference in the number of semantic distinctions between the source and destination languages. What is significant to one language as a difference in meaning could not be significant to another. While a word in the target language may have the same propositional meaning as a word in the source language, its expressive meaning may differ. The difference could be significant or subtle enough to cause a translation issue in a particular context.

The benefits of using computer-assisted language learning to improve interpretation skills: Technology in the field of language education has been promoted for many years now, but it is only in recent times that the innovations have made their way into practical use, with CALL (computer-assisted language learning) being the most common form of technology implementation used to hone the language skills. The term CALL stands for the application of computer technologies and digital materials in language learning education to provide interactive, engaging comments on how the students did. This can be a challenge for teachers to deliver in a typical classroom, and this difficulty is compounded in larger courses. and individualized learning experience. In a related perspective, Gonzalez-Lloret (2015) observes that CALL technologies can relieve cognitive overload by enabling students to practice interpretation on their own terms before engaging in listening tasks. These tools make it easy to divide the act of interpretation into smaller parts, which allows students to address notetaking, active listening, and memory recall separately without being overwhelmed. It enables the graduated way of doing cognition to work better, as well as increase their confidence in these more difficult interpretive tasks. The primary advantage of CALL is that it can provide fast and individual feedback, which can be crucial for people who are learning to interpret. Specific comments on how the students did can be a challenge for teachers to deliver in a typical classroom, and this difficulty is compounded in larger course models, CALL-based platforms, dialect-wise, and a well-rounded range of interpreting scenarios and data, thereby giving the students exposure to different language models, be it content-wise or dialect-wise, which is vital for their skill development in interpretation. This progressive approach not only improves students' cognitive processing but also boosts their confidence when dealing with complex interpretation tasks. One of CALL's main benefits is its capacity to offer quick, customized feedback, which is very helpful for people learning how to interpret. It can be challenging for teachers to provide each student in a typical classroom environment with specific comments on how they performed, particularly in more extensive courses.

Furthermore, a variety of interpreting scenarios and information are frequently accessible through CALL-based platforms, exposing students to a wide range of language styles, subjects, and dialects, an essential step in developing their interpretation skills. The most salient benefit of using CALL for interpretation is that it presents students with language in actual use. They must be able to handle assorted speech patterns, dialects, and registers—not to mention deal with arena jargon. In addition to the use of CALL tools, providing learners with access to authentic materials such as recorded speeches, news broadcasts, podcasts, and simulated interpreting scenarios that reflect those likely to be met in actual interpreting work (Pérez & Alvira 2017). CALL additionally offers a personalized learning platform that lets students select the skills and materials they find important and helps them develop into self-regulated learners (Benson, 2011). CALL has the potential to revolutionize the way interpretation skills are taught and acquired, improving student accessibility, effectiveness, and efficiency through training as this field of study continues to expand. Motta (2016) mentions that conference interpreting students begin as novices and aim to become experts by the end of a postgraduate program. They need to become adaptive experts, autonomous learners, and self-regulated professionals. The University of Geneva's Interpreting Department adopts a blended learning environment and promotes real-life, problem-based practice. This approach helps students become

autonomous, metacognitive, and self-regulated, with results from a study substantiating this theory-driven approach.

Research Questions

To fulfill the purpose of the study, the survey sought to answer the following research questions:

1. What are the perceptions towards interpretation skills and the frequency of using computer-assisted language learning of the fourth-year English majors at Hanoi Open University?
2. What problems do the fourth-year English majors at Hanoi Open University face in learning interpretation skills?
3. What are the benefits of computer-assisted language learning and some suggestions to improve interpretation skills for the fourth-year English majors at Hanoi Open University?

Methods

Pedagogical Setting & Participants

The Interpreting Skills course, offered in semester 7, is compulsory for the Translation and Interpretation major. It provides students with essential knowledge and skills in interpreting between English and Vietnamese. Lectures cover core skills such as note-taking, situation handling, public speaking, and practical translation exercises. These exercises focus on liaison interpretation for everyday communication and consecutive interpretation of news reports on social, environmental, cultural, economic, and political topics. By the end of the course, students are expected to perform interpretation tasks proficiently.

Purposive sampling was used to select participants with specific and relevant characteristics to the study's objectives. This method ensured that the sample included individuals with the necessary qualifications to provide meaningful data for the research. The study involved 194 fourth-year English majors from class K27 at the Faculty of English, Hanoi Open University. These students were chosen because they had not received systematic training in computer-assisted language learning and had encountered difficulties learning interpretation skills. Since they were studying interpretation skills in the seventh term, they were better positioned to engage with the method. Over 12 weeks, students complete 30 in-class periods and 60 self-study periods. Using computer-assisted learning methods enhances their interpretation skills, increases their motivation for self-study, and strengthens their independent learning abilities. Additionally, three lecturers of the Faculty of English at Hanoi Open University, who have been teaching interpretation skills for more than 10 years, were invited to participate in face-to-face interviews to clarify the research questions and intensify the data analysis.

Design of the Study

Practically, with a duration of 12 weeks for interpretation skills (2.5 periods/week), students only have a little time to practice interpretation in class. Therefore, combining in-class learning and interpretation practice outside of class is extremely necessary. With the characteristics of

students and the difficulties in learning interpretation skills, teachers integrated in-class learning and interpretation practice with oriented videos as an extracurricular exercise activity. This helped students practice more with an extremely rich source of documents, thereby making the teaching and learning process more effective. It is also an open source of learning materials to improve students' self-awareness and self-study. Moreover, this method also helps students apply knowledge and improve interpretation skills.

Implementation process

Step 1: Teachers prepare videos and supplementary materials for 12 weeks of study so that they are oriented and appropriate to the topics that students learn according to the curriculum in class and meet the application of output standards on knowledge and skills.

Step 2: Teachers require students to practice in class and at home every week under the supervision of teachers.

Step 3: Teachers give feedback on students' learning and practice.

This method would help students apply knowledge and skills to improve their interpretation skills. The students will make full use of CALL as a diverse material for blended learning and self-study. At the end of the semester, a survey was conducted with 194 fourth-year students majoring in English from class K27 and three teachers at the Faculty of English, Hanoi Open University. A mixed method of quantitative and qualitative approaches was employed to achieve the study's aim. The questionnaire consisted of ten questions, all of which were closed-ended. The researchers used yes/no, 5-point Likert scale, and multiple-choice questions to design the questionnaire survey. These questions focused on students' perceptions of the importance of interpretation skills and computer-assisted language learning in the learning process, the frequency of using computer-assisted language learning to improve interpretation skills, the difficulties faced by fourth-year English majors at Hanoi Open University in learning interpretation skills, and the benefits of using computer-assisted language learning as an innovative teaching method to enhance interpretation skills and self-study abilities.

Additionally, to increase the study's credibility, three lecturers of the Faculty of English at Hanoi Open University, who have been teaching interpretation skills for more than 10 years, were invited to participate in face-to-face interviews. The structured interviews consisted of four questions in English focusing on students' interpretation perceptions towards interpretation skills, students' difficulties in learning English interpretation skills, benefits of computer-assisted language learning, and some suggestions to improve interpretation skills for fourth-year English majors at Hanoi Open University. The interview outcomes will be carefully noted and analyzed together with the data collected from the questionnaire survey and discussed to find solutions to improve interpretation skills.

Data collection

The researcher used a questionnaire to gather data. An electronic (Internet-based) survey was chosen for its speed and accessibility, following Saris and Gallhofer (2007). The questionnaire, distributed via Google Forms, was sent to 194 fourth-year students majoring in English from classes of K27 to assess their perceptions of interpretation skills, the challenges they face, and

the benefits of using CALL. Regarding validity and reliability, three language specialists reviewed the questionnaire to ensure consistency among the items. The initial version was tested on five students to make the questionnaire more comprehensive, reliable, and suitable for data collection.

Furthermore, three lecturers who have experience teaching the subject of interpretation skills for the fourth-year English majors of Hanoi Open University were asked four open-ended English questions. Specifically, the researchers invited three lecturers to participate in 30-minute face-to-face interviews, and all of the interviews were recorded for data analysis. Each lecturer was asked four of the same questions as follows:

1. What are the perceptions of the fourth-year English majors towards interpretation skills and computer-assisted language learning?

2. What problems do the fourth-year English majors face in learning interpretation skills?

3. What are the benefits of computer-assisted language learning to improve interpretation skills for the fourth-year English majors?

4. What are some suggestions for useful software or applications to support interpretation skills?

Data analysis

The data was first gathered and then prepared by the researchers. The quantitative data from the questionnaires and qualitative insights from the interviews were analyzed to extract meaningful facts, figures, and information on students' perceptions, the challenges, and the benefits of CALL to improve interpretation skills. Excel and statistical software like SPSS have been used for descriptive statistics. The results and discussion were based on statistical data, percentages from the questionnaire analysis, and insights from the teacher's interviews.

Results/Findings

Results of the questionnaire survey

The perceptions of the importance of interpretation skills and CALL

Fig. 1a & 1b

The perceptions of the importance of interpretation skills and CALL

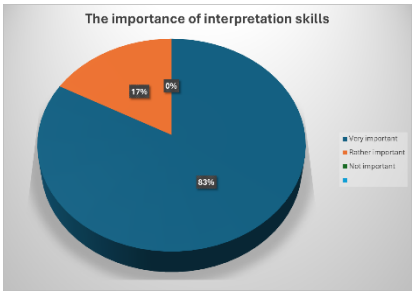


Fig. 1a The perceptions of the importance of interpretation skills

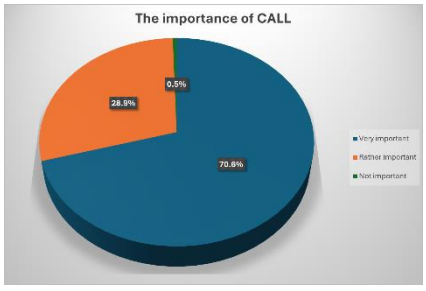
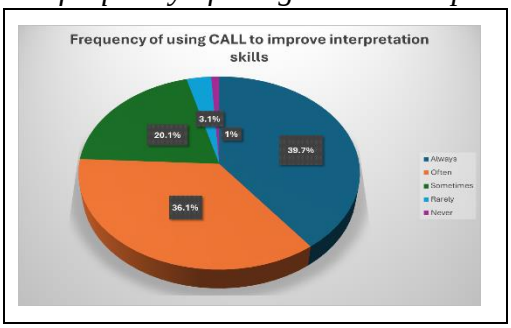


Fig. 1b The perceptions of the importance of CALL

As can be seen from figure 1.a, the percentage of students who understand the importance of interpretation skills is up to 83%. Meanwhile, the tiny proportion of respondents (17%) who consider them "rather important" indicates broad agreement over the importance of these abilities. Based on the data of Fig 1.b on the importance of CALL (Computer-Assisted Language Learning), the "Very important" factor rises to 70.6%, indicating that the majority of participants rated CALL as indispensable in supporting language teaching and learning. This shows the effectiveness of CALL in improving language skills. Meanwhile, the "rather important" factor is 28.9%, reflecting that some students consider CALL a useful tool. 70.6% (very important) is 2.4 times larger than 28.9% (rather important), showing that CALL has a wide influence in the learner community.

Fig. 2

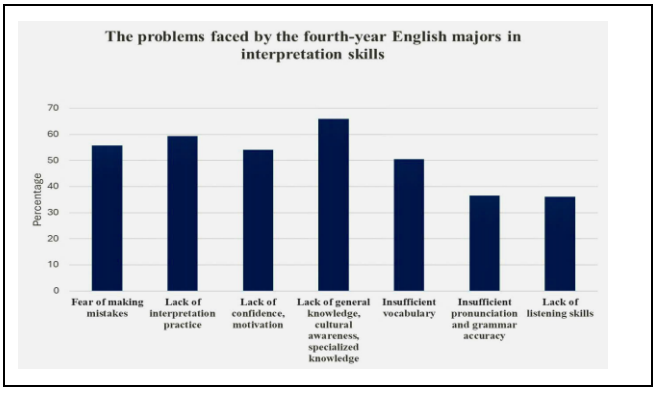
The frequency of using CALL to improve interpretation skills



Students' perceptions of their use of computer-assisted learning are described in the pie chart. According to the study, many respondents regularly employ this strategy to improve their interpretation abilities. A distinct trend of appreciating and depending on technology for learning is evident, with 75.8% of users reporting that they use it "always" or "frequently." 20.1% of students use it "sometimes." Therefore, the results highlight the importance of computer-assisted learning and its efficacy in interpretation skill development.

Fig. 3

The problems faced by the fourth-year English majors in interpretation skills

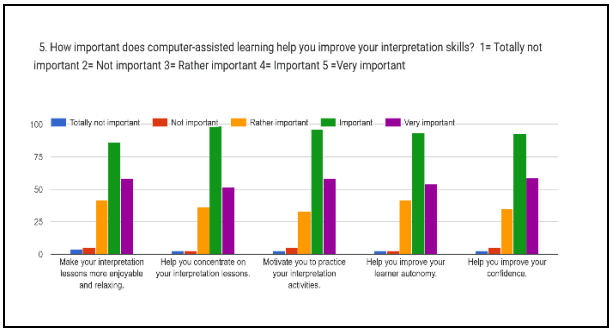


As shown in Fig. 3, this figure illustrates the problems faced by fourth-year students with their interpretation skills. The results accurately reflect the students' opinions. The proportion of 55.7% indicates that many students struggle with the fear of making mistakes. This issue affects more than half of the students. The data suggests that the proportion of students with this fear

is consistent across the sample, indicating that it is a common concern. The proportion of students experiencing a lack of interpretation practice is 59.3%, signifying that a substantial portion of students view this as a problem. Moreover, the large proportion of students reporting a lack of general knowledge, cultural awareness, or specialized knowledge is 66%, showing that a significant majority consider this issue a major problem. This percentage suggests that most students face similar general knowledge and awareness challenges. Additionally, the slight standard deviations for problems related to insufficient vocabulary, pronunciation, grammar accuracy, and listening skills indicate that these issues affect students uniformly, with little difference across the sample.

Fig. 4a

The benefits of CALL to improve interpretation skills



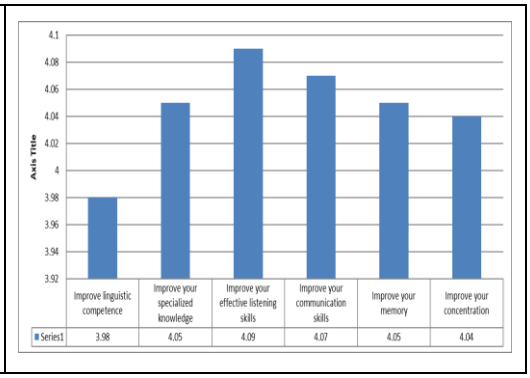
	N	Range	Minimum	Maximum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
Make your interpretation lessons more enjoyable and relaxing	193	4	1	5	3.97	.064	.895	.801
Help you concentrate on your interpretation lessons	194	4	1	5	4.00	.058	.814	.663
Motivate you to practice your interpretation activities	193	4	1	5	4.04	.060	.834	.696
Help you improve your learner autonomy	192	4	1	5	3.99	.060	.834	.696
Help you improve your confidence	193	4	1	5	4.03	.061	.850	.723
Valid N (listwise)	190							

Using a Likert scale from 1 (completely unimportant) to 5 (very important), the table assesses the perceived significance of certain advantages of computer-assisted learning (CALL) in enhancing interpretation abilities. indicating a positive consensus, the majority of participants most likely selected 4 (important) or 5 (very important). As can be seen from the above chart, the majority of participants most likely selected 4 (important) or 5 (very important), indicating a positive consensus. The low number of responses to Categories 1 (totally not important) and 2 (not Important) suggests that few participants think this factor is unimportant. The average score (3.97) of the factor “make lessons more enjoyable and relaxing” indicates that learners find CALL moderately to be very important in making lessons enjoyable. Interestingly, CALL is considered effective in helping learners stay focused with a mean of 4.00 on the criterion “help you concentrate on lessons.”. The highest mean score, 4.04, of the factor “motivate you to practice activities” indicates that learners see CALL as an excellent motivator for practicing interpretation activities, which is critical for skill improvement. Standard deviation (Std. Deviation) (0.834) reveals consistent responses, reflecting a shared positive view. Meanwhile, the mean score of 3.99 for "help you improve learner autonomy" indicates that CALL is valued for encouraging self-directed learning and empowering students to take greater ownership of their development. The standard deviation (0.834) indicates similar variability to motivation, which shows broad agreement. Last but not least, the component "help you improve your confidence" with a mean of 4.03 indicates that CALL is regarded as a crucial instrument for boosting self-assurance in interpreting abilities, with motivation coming in second. Additionally, Std. Deviation (0.850) indicates that although the majority of students feel comfortable using CALL for the purpose of improving their interpretation skills.

Fig. 4b

The benefits of CALL to improve interpretation skills

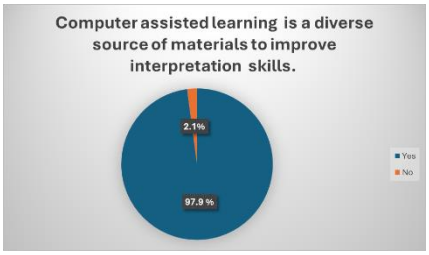
	N	Range	Minimum	Maximum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
Improve linguistic competence	192	4	1	5	3.98	.056	.783	.612
Improve your specialized knowledge	194	4	1	5	4.05	.054	.746	.557
Improve your effective listening skills	193	4	1	5	4.09	.055	.769	.591
Improve your communication skills	193	4	1	5	4.07	.058	.800	.641
Improve your memory	194	4	1	5	4.05	.055	.764	.583
Improve your concentration	192	4	1	5	4.04	.059	.824	.679
Valid N (listwise)	188							

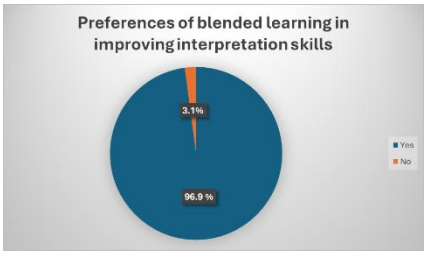


As can be seen from Fig 4.b, the number of respondents is around 192-194 responses, ensuring the data is reliable. All items have a range of 4, indicating responses span the full Likert scale from 1 (least beneficial) to 5 (most beneficial). All aspects have high mean scores, ranging from 3.98 to 4.09, showing a general agreement on the benefits of CALL for improving interpretation skills. The SD values of standard deviation (SD), ranging from 0.746 to 0.824 indicate moderate consistency in responses, with some variability across participants. The variance values (0.557 to 0.679) support the SD, further confirming the spread of responses is not extreme. The factor of "improve language competence" with a mean of 3.98 (close to 4 "important") shows that CALL is perceived as significantly beneficial for enhancing overall language proficiency, though slightly lower than other categories. The criterion "improve subject knowledge" with a mean of 4.05 reveals that CALL is recognized as an effective tool for increasing expertise in interpretation-related subject knowledge, making it a crucial resource for learners. Surprisingly, the category "improve effective listening skills" with a mean of 4.09 (the highest mean) stands out as the most highly rated, indicating that learners strongly feel CALL contributes to better listening skills, a key aspect of interpretation. Therefore, CALL tools should be enhanced to focus on listening practice, such as simulated interpretation exercises, audio-visual resources, and interactive modules. Data also highlights the positive impact of CALL on improving memory, communication skills, and concentration, with mean scores of 4.05, 4.07, and 4.04, respectively. All mean scores are above 3.98, indicating a strong consensus on the benefits of CALL in improving interpretation skills.

Fig. 4c & 4d

The benefits of CALL to improve interpretation skills





This fig. 4c shows a survey on the use of computers to assist learning, especially in improving

interpretation skills. The results indicate that most respondents (97.9%) believe that computer-assisted learning is a diverse resource for improving spoken interpretation skills, while only 2.1% disagree. Therefore, computers are a useful tool in improving interpretation skills. This shows that technology provides learning materials and tools, which can include translation software, online resources, and language learning tools. The percentage of respondents who disagreed was very low (2.1%). This figure reveals that very few people felt that computers were not useful or necessary in improving interpretation skills. This may be due to those without experience with computer-assisted learning tools or those who tend to learn traditionally. The fig. 4d also displays the survey results regarding whether they like blended learning, a learning method that mixes traditional classroom lessons with computer-based lessons. As can be seen, 96.9% of respondents answered "Yes," showing that many learners prefer blended learning. This shows that many value combining traditional learning methods and technology tools, which allows their students to learn from richer, more flexible resources as well as develop skills in technology use in their learning. This implies that only 3.1% of the audience dislikes blended learning. These people may prefer traditional learning methods or are not comfortable with using technology in their learning process. The survey results show that the majority of participants highly appreciate the blended learning format because of its flexibility and convenience. Combining traditional learning methods and technology creates richness in the learning process and helps learners easily access and use modern learning support tools.

Results of the interviews

In this section, the research team presents data collected through interviews with three lecturers on four groups of issues: the perceptions of the fourth-year English majors towards interpretation skills and computer-assisted language learning, the problems the fourth-year English majors face in learning interpretation skills, the benefits of computer-assisted language learning to improve interpretation skills for fourth-year English majors, and some suggestions for useful software or applications to support interpretation skills.

Based on the interview's question 1 related to students' perceptions of the fourth-year English majors towards interpretation skills and computer-assisted language learning, all three lecturers agreed that all students were aware of the importance of interpretation skills and the roles of computer-assisted language learning in their learning process. Integration and globalization have enhanced the role of interpretation skills in all aspects of social life. Interpreters were responsible for converting each source language's content into the target language and acted as "language and cultural ambassadors." Therefore, interpreters were required to have interpretation skills that were formed from the training process as well as developed throughout the working process in the future. Moreover, students all recognized the role of using technology in the interpretation process. Learning interpretation skills with the support of technology has become a habit in the digital age.

For question number 2 regarding the problems the fourth-year English majors face in learning interpretation skills, lecturers 1, 2, and 3 (L1, L2, and L3) commented:

> *"Well, I think language is a communication tool that plays an important role in human life activities, especially in the field of interpretation. Interpreters are considered a bridge*

of communication between two languages and cultures. Poor expression skills can lead to many problems. Therefore, they are required to be proficient in both the source language and the target language. Proficiency here includes not only proficiency in vocabulary and grammar but also proficiency in the target language's culture to avoid causing misunderstandings." L1

"As for me, students' translations are often ambiguous and contain many errors due to shortcomings in the source language and the target language, especially in vocabulary, because the wrong use of words leads to the inaccuracy of the conveyed content. Lack of fluency in grammar is also a barrier in the translation process because of grammatical errors." L2

"In my point of view, listening is one of the essential skills that interpreters need to have. During the learning process, students of the interpreting department experience difficulties when listening to the source language and worry when expressing it in the target language. Specifically, the first difficulty in listening is related to pronunciation. When students' pronunciation is incorrect, the sentences they hear will naturally be affected, and there will be cases where the speaker on the video says one word but the student, when interpreting, hears another word, leading to the translation being no longer accurate. The speaker's speaking speed presents the second listening challenge for students. The accuracy of the translation is greatly impacted by the speaker's speech rate. Students become easily confused and are unable to hear the speaker transmit what they want to if they speak too quickly. Students therefore frequently stammer and speak incoherently when interpreting." L3

Meanwhile, lecturers 2 and 3 shared the same opinion that accuracy and coherence determine the quality and success of a translation, and it is also the main problem for the students. Accuracy is the accuracy level when the message is transferred from the source language to the target language. Coherence here is the level of re-expression so that it is easy to understand and clear to the listener. The translated language should not be too elaborate or complicated. In the process of learning interpretation, students often use ambiguous sentences that cause significant errors, which can lead to redundancy, omission, or change of information. Therefore, the transmission of information during the interpretation process is no longer intact or accurate, although one of the requirements for a quality translation is accuracy. The students also encounter difficulties with cultural barriers when they interpret the source language into the target language. All these factors affect the qualities of translation.

Regarding question number 3 about the benefits of computer-assisted language learning to improve interpretation skills for fourth-year English majors, three lecturers admitted:

"Actually, using information technology has changed traditional education, improving and innovating how students learn. Compared to automatically acquiring knowledge, students are free to be creative in the learning process." L1

"Listening skill is an important factor in retrieving memorized information. If you have not listened carefully, you cannot recall information and cannot interpret properly.

Students can use CALL to improve their listening skills and then interpretation skills as well." L2

"Personally, I think it is essential to use CALL to equip students with a solid background knowledge, build themselves a glossary of words and phrases, and overcome cultural barriers. This will not only help you gain more knowledge and vocabulary in many fields but also help you avoid confusion in unexpected situations when interpreting." L3

In terms of question 4, related to some suggestions for useful software or applications to support interpretation skills, three lecturers recommended:

"There are numerous advantages of using CALL for fourth-year English majors at Hanoi Open University to improve interpretation skills when technology is applied and integrated. Technology. SDL Trados is a translation support software, supporting the translation of complex information and data, among the best in the world today. There are many special features of Trados, such as high accuracy and ensuring consistency in the use of terminology, keeping the original text format, avoiding spelling errors, and allowing bilingual comparison." L1

"As for me, Grammarly is a tool that checks spelling errors when you interpret in English. The tool supports multiple platforms, including browsers, Word and Outlook, Windows and Mac, and mobile operating systems, so it is convenient for the students. Grammarly provides powerful checking capabilities, checking spelling in context or using words correctly. This will help students feel more confident when being checked by Grammarly." L2

"Well, VOA Learning English is a free English learning application and a good choice to improve interpretation skills every day, both in class and in self-study. The application helps students easily learn and practice through news on the radio and a variety of videos. Google Translate is also a good recommendation." L3

Finally, all three lecturers concluded that interpretation skills were crucial for advanced language mastery, requiring cognitive and communicative abilities. Integrating CALL into the curriculum enhanced student engagement through interactive modules and real-time feedback, strengthening linguistic abilities and exposing them to advanced digital tools. The effectiveness of CALL depends on its implementation within the instructional framework, proper technological infrastructure, and student familiarity with digital platforms.

Discussion

The key findings of the current study reveal that the fourth-year English majors at Hanoi Open University faced a lot of challenges in their learning interpretation skills, such as fear of making mistakes, lack of interpretation practice, lack of confidence and motivation, lack of general knowledge, cultural awareness, specialized knowledge, insufficient vocabulary, insufficient pronunciation and grammar accuracy, and lack of listening skills. The findings also demonstrate that CALL significantly enhances interpretation skills, particularly in areas such as motivating the students to practice interpretation activities, improving linguistic competence, specialized

knowledge, listening skills, memory, concentration, and learner autonomy. Besides, the results suggest that many technology applications are diverse materials and can be employed for blended learning.

The advent of computer-assisted language learning (CALL) has allowed for a more personalized way to learn a language that provides overall benefits for education. Identifying relevant studies, some previous studies investigated similar topics. Wang and Li (2022) researched a framework for ICT interpretative competence and established the factors affecting interpreters' technological competency. As Sánchez Ramos and M. del M. (2022) described in their study of a machine translation and post-editing module for a Spanish university postgraduate PSIT program, they found that their students were generally satisfied with the content provided by the module. Through a 14-year experiment of computer-assisted interpreting activities in Hanyang University's ESL classes, Lee (2014) suggested that interpreting training activities might improve language proficiency. Chen, S., & Kruger, J. L. (2024) experimented with the WCIC—an adaptation of the dictation method, wherein the interpreter respeaks for speech recognition and generalizes their output with MT. The findings indicated that computer-assisted consecutive interpreting is superior to conventional consecutive interpreting in interpreting performance quality, accuracy, fluency, cognitive load, and respeaking, which proved to be crucial, playing a key factor.

Consistent with Wang and Li (2022), this study found a significant improvement in learning interpretation skills among participants who used CALL tools. However, unlike Sánchez Ramos and M. del M. (2022), who reported specific progress in contextual understanding, the current study observed substantial gains in this area, possibly due to the integration of computer-based adaptive learning technologies with considerable factors such as differences in sample size or CALL tools used and hadn’t found the long-term impact in applying CALL. However, these findings corroborated earlier evidence of CALL's benefits while also contributing new insights into its specific impact on interpretation skills for the fourth-year English majors at Hanoi Open University.

The review of the CALL questionnaire and interview data provides important understanding into language acquisition with the use of technology. By contrasting the results of this study with those of previous research, significant insights can be obtained into how Computer-Assisted Language Learning (CALL) tools enhance interpretation skills. The study concludes with numerous recommendations for using CALL to help fourth-year English majors at Hanoi Open University enhance their English interpretation skills. These suggestions are based on the theoretical structure discussed above as well as the findings on the results.

To motivate the students to succeed in the learning environment, teachers must bring something new, such as blended learning, to their classrooms. Thanks to developments in online technology, students now have more flexibility, convenience, and access to learning than ever before (Tinti-Kane, 2014). The name Computer-Assisted Language Learning (CALL) best captures computers' important role in English language instruction and learning (Ifioma, 2010). Through the integration of diverse technological resources into the curriculum, students can more efficiently achieve the following course learning outcomes: using appropriate words and structures to reproduce messages fluently; applying interpretation techniques and skills to

interpreting news, speeches, and communicative interpretation.

Firstly, using CALL technologies, like grammar checkers, vocabulary improvement apps, and machine translation software, can greatly increase students' fluency. Students can quickly advance their language proficiency with real-time feedback on grammar and word choice from resources like Grammarly, Linguee, or Google Translate. The students can improve their vocabulary and sentence structures to quickly convey ideas. Therefore, their accuracy and fluency in interpretation skills make them create more natural word selections and structures.

The second major benefit of CALL technology is the wealth of resources available for interpreting practice. CAT (Computer-Assisted Translation) products such as SDL Trados Studio, MemoQ, or Wordfast provide powerful functionality to support the interpreting task. Using these resources, students can use their paraphrasing memory, break down texts into comprehensible parts, and use terminology to check for accuracy and consistency. By using these tools, students can ensure that their translated content is accurate and acceptable for the context by continually applying professional interpreting practices when interpreting communication.

Thirdly, interpretation of live speeches or news broadcasts requires advanced skills, including speed, accuracy, and cultural sensitivity. CALL platforms that simulate real-world translation tasks help students develop these skills. Subtitling software like Aegisub or Amara allows students to practice translating live media, while simultaneous interpretation software like Speechpool offers a space to practice interpreting speeches.

All in all, these tools provide not only an interactive and immersive learning experience but also the opportunity to practice and perfect the interpretation skills effectively.

Conclusion

Based on the data analysis, several key findings were withdrawn for the research. The study explored the fourth-year English majors' perceptions of the importance of CALL and interpretation skills. In addition, it attempted to find the problems the students encountered in their learning process. The questionnaire survey data and interview results are expected to be valuable for teachers and students. Remarkably, the recommendations of using CALL inside and outside the classroom will motivate the fourth-year English majors at Hanoi Open University to improve their interpretation skills. Based on the result of this study, it can be implied that CALL can contribute positively and effectively to language teaching and learning.

Although the study's findings provide insightful information about using CALL to enhance interpretation skills, it has some limitations. The sample size for this study was limited to 194 fourth-year students from the Faculty of English at Hanoi Open University. While this sample provides useful insights into CALL's effectiveness in improving interpretation skills for this group of students, the findings may not be generalizable to other universities or language learners in different contexts. A larger and more diverse sample would provide a broader perspective on the impact of CALL in supporting interpretation skills.

Furthermore, future research should be done with practical action research comparing pre-

technology users with post-technology users for the participants of the fourth-year students in the English Faculty, Hanoi Open University. It will help the findings become more convincing, and the authors may have a deeper insight into the effectiveness of CALL to improve interpretation skills and long-term impacts in teaching and learning processes. In conclusion, lecturers and students should apply new technologies because they benefit teaching and learning processes.

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