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LEVERAGING CHATGPT FOR SELF-REGULATED LEARNING IN AN INTERPRETING COURSE: STUDENTS' PERSPECTIVES AND PRACTICES

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Abstract: Recent developments in artificial intelligence (AI) are increasingly being used to support students' self-regulated learning (SRL) in digital learning environments. This study examines Vietnamese students' views and practices regarding the use of ChatGPT for SRL in interpreting. Using Zimmerman's Cyclical Model of SRL, the research explores how students work with ChatGPT across the three stages: forethought, performance, and self-reflection. A mixed-methods design was adopted, including survey questionnaires (n = 178), focus-group interviews (n = 24), and guided reflections (n = 80), to gain a clear and comprehensive picture of students' experiences. The findings show that the students generally consider ChatGPT a helpful tool for online interpreting practices, especially in the forethought and self-reflection stages. This is because ChatGPT can provide both linguistic and emotional support, as well as immediate feedback for self-assessment and improvement. However, its effectiveness differs depending on students' language proficiency and their ability to manage and use the tool appropriately. In addition, cultural factors in interpreting performance also create challenges in ChatGPT's evaluation process. The results emphasize the importance of digital literacy and metacognitive awareness when using ChatGPT and suggest that pedagogical guidance is needed to effectively integrate this AI tool into SRL contexts.

Keywords: self-regulated learning (SRL), interpreting, perspectives, practices

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ỨNG DỤNG CHATGPT TRONG HỌC TẬP TỰ ĐIỀU CHỈNH Ở HỌC PHẦN PHIÊN DỊCH: NHẬN THỨC VÀ THỰC HÀNH CỦA SINH VIÊN

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Tóm tắt: Trí tuệ nhân tạo (AI) ngày càng được ứng dụng để hỗ trợ quá trình học tập tự điều chỉnh (SRL) của sinh viên trong môi trường học tập số. Nghiên cứu này xem xét quan điểm và thực hành của sinh viên Việt Nam trong việc sử dụng ChatGPT nhằm phục vụ học tập tự điều chỉnh trong học phần phiên dịch. Dựa trên mô hình học tập tự điều chỉnh theo chu trình của Zimmerman, nghiên cứu phân tích cách sinh viên tương tác với ChatGPT ở ba giai đoạn: chuẩn bị (forethought), thực hiện (performance) và tự phản tư (self-reflection). Nghiên cứu sử dụng phương pháp hỗn hợp, bao gồm: khảo sát bằng bảng hỏi (n = 178), phỏng vấn nhóm (n = 24) và phản hồi có định hướng (n = 80), để thu được cái nhìn rõ ràng và toàn diện về trải nghiệm của sinh viên. Kết quả cho thấy sinh viên đánh giá ChatGPT là một công cụ hữu ích cho việc luyện tập các bài thực hành phiên dịch trực tuyến, đặc biệt ở các giai đoạn chuẩn bị và tự phản tư. Sinh viên cho rằng ChatGPT có thể hỗ trợ cả về mặt ngôn ngữ và cảm xúc, đưa ra phản hồi tức thời giúp họ tự đánh giá và cải thiện năng lực phiên dịch. Tuy nhiên, mức độ hiệu quả của ChatGPT có sự khác biệt tùy thuộc vào trình độ ngôn ngữ của sinh viên cũng như khả năng quản lý và sử dụng công cụ này. Bên cạnh đó, ChatGPT cũng gặp phải những thách thức khi đánh giá các yếu tố văn hóa trong các nhiệm vụ phiên dịch. Kết quả nghiên cứu nhấn mạnh tầm quan trọng của năng lực số và khả năng siêu nhận thức của sinh viên khi sử dụng ChatGPT, đồng thời cho thấy cần có sự định hướng sư phạm nhằm tích hợp hiệu quả công cụ AI này vào quá trình học tập tự điều chỉnh.

Từ khoá: học tập tự điều chỉnh, phiên dịch, nhận thức, thực hành

1. Introduction

In recent years, Artificial Intelligence (AI) has become widely used in education and has attracted a lot of attention from language researchers because it is changing how people teach and learn languages (Kohnke et al., 2023; Tlili et al., 2023). AI tools can adapt to students' needs, interests, and learning styles, which helps make learning more personal and effective (Baker, 2016). They can also improve students' motivation, participation, and academic performance (Wei, 2023), encourage them to take part more actively in lessons, and make teaching easier and less time-consuming for teachers (Ng et al., 2024). AI systems can also create learning paths that match individual learners, so they often lead to better outcomes in language learning and performance (Song & Song, 2023).

The use of AI tools, particularly ChatGPT, has significantly changed how teaching and learning take place today. These technologies not only make lessons more effective but also support students in becoming more independent, motivated, and capable of controlling their own learning (Barak, 2010). Studies indicate that AI tools can increase students' participation and help them become more aware of their learning processes, which is essential for self-directed learning (Lee & Lee, 2024). As a result, integrating tools like ChatGPT into language education can help

create more flexible and student-centered learning environments.

In language learning, self-regulated learning (SRL) plays a crucial role because it helps students set learning goals, monitor their progress, apply learning strategies, and reflect on their outcomes. These abilities enable learners to take greater control over their learning process (Zimmerman, 2000). Self-regulation refers to learners' capacity to plan, observe, and manage their own learning in order to achieve specific objectives (Zimmerman, 2008). It requires students to make learning plans, track their development, modify their strategies when necessary, and assess their performance (Zimmerman, 2008). Therefore, SRL is a key concept in education because students who actively regulate their cognitive, metacognitive, and emotional processes tend to achieve better learning outcomes than those who lack these skills.

Recent studies show that AI tools can support SRL by helping students become more aware of how they learn, guiding them in planning their learning strategies, and giving quick and personalized feedback (Lee & Lee, 2024). In particular, ChatGPT can encourage learners to check their progress, improve their work, and think about how they use language in ways that match important SRL processes. Despite the growing use of AI tools such as ChatGPT in language learning, it is still unclear whether they truly help students develop deeper, strategy-based learning skills or diminish their proactive and creative thinking skills (Lee and Lee, 2024; Saputra et al., 2025). Furthermore, there have been few studies on student interpreters' perspectives and real practices of leveraging ChatGPT for SRL in interpreting courses, especially for online interpreting assignments. Thus, this research aims to investigate students' views on the use of ChatGPT in SRL and the actual practice of this AI tool in online interpreting tasks.

In order to achieve this aim, two research questions were formulated:

1. What are students' perspectives on applying ChatGPT for their self-regulation in online interpreting tasks?

2. To what extent can ChatGPT impact students' self-regulation in their online interpreting practices?

2. Literature Review

2.1. Self-Regulated Learning

SRL is one of the key ideas in educational psychology (Zimmerman & Schunk, 2011). It is described as learners' own thoughts, feelings, and actions that are planned and adjusted to achieve their personal goals (Zimmerman, 2000). In simple terms, SRL means that learners can plan, monitor, and control how they think, stay motivated, and behave while learning. SRL includes several strategies that support students in managing their studies better and change their learning methods when necessary. For language learners, these skills are especially useful because they improve both language ability and academic performance. SRL is an active and flexible process in which students use different learning strategies and make adjustments based on feedback and self-evaluation (Schunk & Zimmerman, 2012). SRL has three main components: cognition, metacognition, and motivation. Cognition refers to basic skills used to understand, remember, and apply information. Metacognition involves skills that help learners understand and control their thinking and learning processes. Motivation relates to the beliefs and attitudes that encourage learners to stay interested and keep making efforts in their learning.

In language learning, SRL helps students become more independent, stay motivated, and use learning strategies more effectively. Oxford (2011) notes that students who can control

their own learning often look for practice opportunities, monitor their progress, and manage their study pace, which leads to better language learning outcomes. In English education, SRL is important because it helps students develop key 21st-century skills, including effective communication in a global environment. Self-regulated learners usually focus on improving their skills and completing tasks successfully. They trust their learning ability and value the learning process itself (Zimmerman & Schunk, 2011). SRL helps learners take responsibility for their learning, adapt to different situations, and achieve good results in English. It also supports them in becoming independent, lifelong learners who can continue developing even beyond formal education.

2.2. Interpreting

Interpreting plays a vital role in bridging linguistic and cultural gaps, enabling effective communication between speakers of different languages. Numerous definitions of interpreting have been proposed, reflecting its multifaceted nature. Notably, scholars stated that interpreting is fundamentally "the art of re-expressing" (Pöchhacker, 2022), emphasizing its creative and adaptive aspects. Regarding classification, there are two main modes of interpreting: simultaneous interpreting and consecutive interpreting. Regardless of whether simultaneous or consecutive, interpreters must focus on listening to the speaker, comprehending accurately, swiftly analyzing the logical meaning of the message, and then delivering it in the target language with clarity, precision, and naturalness. A professional interpreter is required to demonstrate advanced linguistic proficiency in at least two languages and skillfully integrate a range of essential abilities (Ma, 2013) and extensive cultural knowledge (Zhang, 2011).

Regarding the modes of interpretation, consecutive interpreting (CI) is considered more common and accurate than simultaneous interpreting (SI) (Cox et al., 2019) because interpreters can take notes to support memory retrieval, then to render a speech (Gile, 2001a). CI can be described as the oral transfer of a speech from one language to another, ensuring that the speaker's message is accurately conveyed linguistically and culturally (Hu, 2006). According to Gile (2009), CI involves two distinct phases: the comprehension phase (listening and note-taking phase) and the speech production phase (or reformulation phase). During CI, the interpreter listens to the speaker and renders the speech into the target language after each segment.

CI is widely regarded as a cognitively demanding task requiring a range of advanced skills and considerable effort. Some critical skills for professional interpreters include short-term memory, note-taking, theme identification, target-language reorganization, and public speaking (Moratto & Yang, 2024). Of these, short-term memory has been highlighted as particularly crucial by Lu and Chen (2013), while note-taking has also been noted in facilitating accurate and efficient interpretation (Liu et al., 2023).

In terms of interpretation training, Wang (2015) emphasized the importance of teachers' guidance for learners to practice outside of class hours. Similarly, Ye (2020) highlights the need for creating a learning environment to boost students' self-regulated practice because students can learn independently to better their self-assessment skills (Chan, 2023; Hu et al., 2024). The integration of technology into interpreter training practices with Computer-Assisted Interpreter Training (CAIT) tools enhanced teaching methodologies and promoted active and independent learning among students (Sandrelli, 2015). Technology significantly reduced students' anxiety during the interpreting process (Annalisa, 2015) and even contributed to improved learning outcomes (Hu et al., 2024). It is proposed that AI-powered platforms be utilized in interpreting education, as they are believed to considerably alleviate the anxiety and challenges faced by

students during interpreting practice (Son & Jin, 2024).

2.3. SRL in Interpreting Courses Within the ChatGPT Setting

ChatGPT served as a prominent AI device which was able to interpret natural language inputs and deliver immediate feedback that facilitated the improvement of various language skills and sub-skills, including grammar, vocabulary, writing, and pronunciation (Fitria, 2023). This functionality not only supported access to high-quality linguistic input but also stimulated learner autonomy, engagement, and achievement by providing timely, individualized guidance (Zhang & Zou, 2020). This AI tool also helped learners to analyse information and generate ideas (Saputra, et al., 2025).

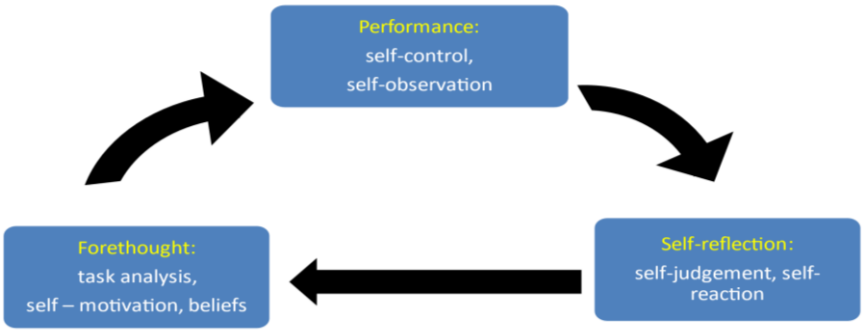
The application of ChatGPT in language education has greatly impacted the improvement of students' SRL. This AI tool enabled learners to evaluate independently and adjust their learning strategies (Kohnke 2023). More importantly, ChatGPT helped to promote strategic learning behaviors, metacognitive engagement, and developed learners' autonomy (Barak, 2010). In fact, the application of ChatGPT has been shown to release learning anxiety, promote persistence, particularly in vocabulary acquisition tasks (Hsu, Chang, & Jen, 2024), heighten self-monitoring and reflective thinking (Ng et al., 2024). Jia and Aryadoust (2024) utilized ChatGPT-4 to evaluate the accuracy of students' interpreting outputs. They took human evaluations as a benchmark to examine automatic scores given by ChatGPT. Some alignment between AI-driven assessment and human evaluation was recorded. He and Kang (2025) stated that ChatGPT supports Chinese Master of Translation and Interpreting students' autonomy by improving translation accuracy, delivering immediate feedback, and offering practice opportunities. Nonetheless, ChatGPT still shows its limitations in translating cultural nuances, and the risk of students becoming overly dependent on its assistance. Tlili et al. (2023) raised concerns about over reliance on AI that may inadvertently diminish learners' capacity for independent critical thinking in particular and language learning in general. Furthermore, hindrance of independent thought and problem-solving skills caused by ChatGPT were also recorded (Saputra, et al., 2025). As AI continues to develop, students are encouraged to take an active role in their learning, fostering student-AI collaboration (SAC) (Kim et al., 2022), enhancing their autonomy and professional skills, and being ready to join future workforces with AI literacy.

2.4. Theoretical Framework of the Study

Zimmerman's (2000) three-phase model of SRL serves as a robust theoretical framework in this study. The first stage, called the forethought phase, happens before students start a learning task. At this stage, they set clear goals, think about what they already know, and decide how much time and effort they will put in. This helps them stay motivated and focus better on what they want to achieve. The second stage is the performance phase. During this stage, students follow their learning process, control their thoughts and actions, and try to stay motivated. In short, this stage is about self-control and keeping track of what they are doing. The last stage is the self-reflection phase, which takes place after students finish a task. Here, they look back at their work, think about what they did well and what needs improvement, and plan better ways to learn next time. This phase includes two fundamental processes: self-judgement and self-reaction. Collectively, these three interrelated phases constitute a cyclical and iterative process through which learners develop greater autonomy, strategic awareness, and academic efficacy while fulfilling tasks in their online interpreting course, as shown in Figure 1 below.

Figure 1

Zimmerman's (2000) Three-Phase Model of SRL in an Interpreting Course



3. Research Methodology

3.1. Research Site and Participants

The study was conducted at the Faculty of English Language (FEL) in a Vietnamese university where English language and interpreting training are core components of the undergraduate curriculum. Participants were junior undergraduate students majoring in English. They had completed a Basic Interpretation course in the previous term and were currently enrolled in English Interpretation for Tourism and Business**.** A total of 178 students participated in the initial phase of the research by completing an online survey**,** which explored their use of ChatGPT in support of SRL for online interpreting tasks. The online activities accounted for 15 periods, which was equivalent to one out of 3 credits in the course of English Interpretation for Tourism and Business. Before joining face-to-face sessions, students were asked to do some online interpreting assignments individually at home and submit their recordings to the university's Learning Management System (LMS) for formative assessment. The average score for these tasks served as the decisive factor for their right to take the final test of the course. Specifically, the online interpreting tasks included the first two sections of two speeches (one in English and one in Vietnamese). The speeches were topic-based and first drafted in written form by interpreting teachers at FEL and then recorded by native speakers to produce audio materials for teaching and learning purposes in the interpretation course. Each audio segment, ranging from 200 to 220 words, included both numerical and informational content, following the institutional approved test specifications. The audios were available on the LMS for student practice.

Based on the diversity of responses to the open-ended questions in the survey, 24 students were purposely selected for focus-group interviews to investigate their attitudes, practices, and challenges in using ChatGPT. Additionally, 80 weekly chosen reflections**,** submitted by 10 students were analyzed to gain deeper insights into their engagement with ChatGPT across the three phases of Zimmerman's SRL model (forethought, performance, and self-reflection) in online interpreting tasks**.** The participant sample therefore offered the researchers a comprehensive view of students' perspectives on using ChatGPT in their interpreting assignments.

3.2. Research Instruments and Procedure

The study employed three research instruments: a structured questionnaire grounded in Zimmerman's SRL framework, a reflective form corresponding to the three phases of SRL, and a focus-group interview protocol designed to examine learners' perceptions, practices, and

difficulties in utilizing ChatGPT for online interpreting activities. The principal tool of the research was the structured questionnaire, which was adapted from Dizon et al. (2025) to examine students' application of ChatGPT within self-regulated learning for interpreting tasks. The researchers decided to administer the instrument online, as online surveys was widely adopted and offer distinct advantages compared with traditional face-to-face data collection methods. These benefits included improved efficiency, greater objectivity, wider geographical coverage, and access to larger participant pools (Burruss & Johnson, 2021). Moreover, online surveys have been generally preferred by students owing to their flexibility and convenience (Muthuprasad et al., 2020).

The questionnaire was based on Zimmerman's three-stage SRL model, which included planning, doing, and reflecting. These stages were totally matched with the pre, while, and post-interpreting process. The questionnaire had 20 closed-ended questions and one open-ended question. A 5-point Likert scale was used so participants could show how much they agreed with each statement. This scale was chosen because it was more reliable, easier to use, and clearer than 3-point or 7-point scales (Kusmaryono & Wijayanti, 2022).

To ensure content validity, the first version of the adapted questionnaire was examined by four experienced interpreting lecturers at FEL. Their suggestions were used to revise the questionnaire so that it became clearer, more relevant, and consistent with SRL theory and interpreting pedagogy. The revised questionnaire was then piloted with eight volunteer students to check their understanding of the items and to identify any unclear wording or structures. Minor adjustments were made after the pilot to further improve clarity and usability. The final questionnaire consisted of 20 Likert-scale items and one open-ended question and was sent to all junior English majors via Google Forms (192 students). The authors used Cronbach's alpha to assess the internal consistency of the questionnaire items. In total, 178 valid responses were collected and used for analysis. This careful, multi-step process helped strengthen both the appearance and content validity of the questionnaire, ensuring it accurately reflected students' engagement with ChatGPT within the SRL framework for interpreting.

From the detailed answers to the open-ended question in the online survey, 24 students were purposefully chosen to join four semi-structured focus group interviews, with six students in each group. Focus group interviews were commonly used in qualitative studies because they helped collect different opinions and provide rich, meaningful information (Subedi, 2021). In this study, they offered a deeper understanding of students' attitudes, experiences, and difficulties when using ChatGPT. Four groups of third-year students participated in these interviews (FG1–FG4). The participants were asked not to share what was discussed with people outside the group. For identification, each student was given a code number from S#1 to S#24.

In the last stage, ten out of fifteen students who submitted sufficient reflections over eight weeks were selected, giving a total of 80 reflections for this study. Reflections are commonly used in qualitative research (Ortlipp, 2008) because they help researchers better understand the participants, the learning context, and what is happening in the study (deMarrais, 2012). In this research, the reflections were analyzed using Zimmerman's SRL framework to observe how students' engagement with ChatGPT changed during their online interpreting practice. Three instruments were used, focusing on all SRL phases, which helped maintain consistency, depth, and a clear connection with the study's theoretical foundation.

3.3. Data Processing and Analysis

The data from the three research tools were analyzed using both numbers and written

information. First, the questionnaire results were coded in Excel and then analyzed with SPSS 20.0. Descriptive statistics were used to see general trends in how students used ChatGPT across the three stages of Zimmerman's SRL model during their online interpreting tasks. For the qualitative part, the focus group interviews were recorded and then transcribed with a soundscriber program, together with detailed notes taken by the researchers. These transcripts were checked again by the interviewees to make sure they were correct. The researchers then proofread them and highlighted important ideas. Students' weekly reflections (R#1 to R#10) were also reviewed to understand their experiences in the forethought, performance, and self-reflection stages. All the qualitative data was checked and agreed by the respondents before coding. Thematic coding was used to find main themes and related ideas in the qualitative data. Finally, the results from the questionnaires, interviews, and reflections were triangulated to provide a clear and complete picture of how students used ChatGPT during their self-regulated learning for online interpreting practice.

3.4. Ethical Considerations

The researchers clearly explained the purpose of the study to all participants and emphasized that their involvement was entirely voluntary. They could withdraw from the study at any time without any negative consequences. To ensure confidentiality and anonymity, all respondents were assigned identification codes. In addition, the collected data were used solely for research purposes.

4. Findings of the Study

In this section, the researchers present key findings on students' perspectives and practices in using ChatGPT for self-regulation in an interpreting course, triangulating data from 3 main research instruments: survey questionnaires, FGIs, and reflections. The findings are presented following the 3 phases of Zimmerman's Cyclical Model of SRL (forethought, performance, and self-reflection.

4.1. Using ChatGPT for SRL in Forethought Phase of the Interpreting Assignment

The first phase of Zimmerman's model corresponds to the pre-interpreting stage, during which students engage in preparatory activities to ensure they are adequately equipped for the upcoming interpreting task.

Table 1

Leveraging ChatGPT in Forethought Phase (Goal setting, Planning, Motivation)

Item	Statement	N = 178	
		Mean	SD
4	ChatGPT helps me prepare well (e.g., words and expressions, background knowledge) that match the topic for interpreting.	4.26	0.77
5	I actively double-check the suggestions (e.g., words and expressions, information) provided by ChatGPT.	3.95	0.88
2	Using ChatGPT motivates me to be more active and confident in interpreting tasks.	3.51	0.89
1	I set clear goals when using ChatGPT to practice interpreting.	3.27	1.07
3	ChatGPT helps me improve my interpreting skills in tourism and business contexts.	2.69	0.97

Table 1 reveals that student respondents show varying degrees of interaction with ChatGPT during the forethought phase of interpreting tasks, particularly in goal setting, planning, and motivation. Among the five items assessed, participants showed the strongest agreement with ChatGPT's effective assistance in planning the pre-interpreting tasks by providing relevant vocabulary and background knowledge (item 4, M = 4.26, SD = 0.77). However, informants also reported their tendency to double-check ChatGPT's suggestions (item 5, M = 3.95, SD = 0.88). In terms of motivation, respondents agreed moderately that using ChatGPT at this phase enhanced their confidence and active participation in interpreting tasks (item 2, M = 3.51, SD = 0.89). However, the items of goal-setting and perceived improvement in interpreting skills by leveraging ChatGPT were somewhat lower (item 1, M = 3.27, SD = 1.07) and (item 3, M = 2.69, SD = 0.97), respectively. Cronbach's Alpha reached 0.829, showing that the items in the forethought phase have a quite good level of consistency.

Student FGIs and guided reflections affirmed that respondents could perform their interpreting if they were confident, well-prepared, and ready for the task. Regarding goal setting, many participants actively set weekly interpreting goals aligned with their challenges, including interpreting skill development and speech delivery. In reflections, one student wrote, "*I usually have difficulty paraphrasing the source language and delivering it more understandably. My ultimate goal is to avoid word-for-word interpreting.*" (R#1). Another added, "*I want to be more natural and fluent in interpreting recordings. My voice in Vietnamese-English interpreting versions is not as clear as it used to be. I guess it is because sometimes I was out of control in speech delivery and affected by Vietnamese, my mother tongue.*" (R#6)

In FGIs, participants shared their aims in learning the interpreting subject.

> "*I wanted to start from something simple, like enhancing grammatical accuracy in my interpreting, to gradually control my nerves by minimizing pauses and repetition. I planned to use the given self-assessment checklists after each practice session to track progress on accuracy and fluency. This helped me stay aware of recurring issues.*" (S#5).

Besides, not all respondents demonstrated structured goal-setting habits. Some admitted to having no specific goals for each week of learning interpreting with ChatGPT because their final priority is just completing the assignment: "*I don't really set goals. I just paste the speech into ChatGPT and look at the output.*" (S#17). This is shared by another informant: "*I usually use ChatGPT when I feel stuck. My goal is just to complete the task*." (S#19)

In terms of strategic planning for utilizing ChatGPT for SRL in the first phase, many respondents agreed that ChatGPT could be seen as a pre-interpreting assistant, especially for generating a topic-specific vocabulary list or providing background knowledge. "*I like using ChatGPT but mainly for preparation, not during interpreting. It helps me generate topic-specific vocabulary lists and check the naturalness of expressions. I treat it like a smart assistant, not a crutch.*" (S#7). This was partially shared by S#1, S#3, and S#5. Some students developed more advanced strategies, such as using tailored prompts, comparing ChatGPT's paraphrasing with original texts, or cross-checking ChatGPT's suggested words and expressions with other sources (S#2, S#4, S#8). These learners demonstrated a growing sense of digital literacy and strategic AI use. *"I check the reliability of ChatGPT, for example, names of organizations on their official websites."* (R#4), *"I learn some lessons from using ChatGPT, especially revising my prompts or giving some hints to make ChatGPT meet my requirements."* (R#2), "*I think my digital literacy is quite strong. I know how to prompt ChatGPT effectively, compare outputs, and use it differently for pre-task preparation versus post-task analysis. I treat it as a learning partner, not just a tool.*" (S#5).

For motivational beliefs, ChatGPT's role as a confidence booster was frequently mentioned. Many informants felt more prepared and less anxious before interpreting, attributing this to the assistance of ChatGPT in helping them to be linguistically equipped. "*I feel more confident and less stressed with interpreting subjects when ChatGPT supports me with vocabulary lists and necessary knowledge."* (S#6). This was agreed by some other respondents S#9, S#12, and S#15. Notably, "*ChatGPT reinforces some words and fixed expressions I have already known and gives me other expressions I hadn't thought of*." (R#7)

The application of ChatGPT during the interpreting process (the performance phase in Zimmerman's Model) was also recorded and shown in the next section.

4.2. Using ChatGPT for SRL in Performance Phase of the Interpreting Assignment

Table 2

Leveraging ChatGPT in Performance Phase (Practice, Monitoring, Strategy Use)

Item	Statement	*N* = 178	
		Mean	SD
6	ChatGPT helps me leverage prepared vocabulary and structures for my interpreting.	4.29	0.69
7	ChatGPT allows me to practice interpreting in a low-stress environment.	4.07	0.84
11	ChatGPT distracts me from interpreting tasks (e.g, causing low language fluency and accuracy, long pauses in delivery).	4.03	0.98
8	ChatGPT supports me in improving interpreting skills (e.g, listening comprehension, memorizing, note-taking, deciphering).	3.28	0.87
9	ChatGPT helps me stay focused and engaged during interpreting practice.	3.15	0.94
12	I can recognize when ChatGPT's suggestions are culturally or conceptually inappropriate.	2.52	0.97
10	I can notice my language mistakes while interpreting with ChatGPT.	2.37	1.03

Table 2 presents student respondents' interaction with ChatGPT during the performance phase of interpreting, particularly in terms of practice, monitoring, and strategy use. Respondents reported that they were able to effectively utilize the topic-related vocabulary and background knowledge provided by ChatGPT during the pre-interpreting phase to support their performance (item 6: M = 4.29, SD = 0.69). Additionally, they acknowledged ChatGPT to foster a low-stress environment for interpreting tasks (item 7: M = 4.07, SD = 0.84). However, ChatGPT was also noted as a source of distraction during the interpreting session, potentially affecting students' fluency and delivery (item 11: M = 4.03, SD = 0.98). In terms of strategy use, respondents indicated that ChatGPT provided moderate support for improving interpreting skills (item 8: M = 3.28, SD = 0.87) and maintaining focus during practice (item 9: M = 3.15, SD = 0.94). However, students' self-monitoring abilities when interpreting with ChatGPT received the lowest ratings. Specifically, participants reported limited capacity to identify culturally or conceptually inappropriate suggestions from ChatGPT (item 12: M = 2.52, SD = 0.97), as well as difficulty in recognizing their language errors during interpreting tasks (item 10: M = 2.37, SD = 1.03). Cronbach's alpha coefficient for the performance phase was .789, demonstrating acceptable internal consistency among the items assessing students' engagement with ChatGPT during interpreting tasks.

Student interviews and reflections show a range of student behaviors and perceptions

regarding how ChatGPT influenced their self-monitoring and practice (including the ability to observe their engagement in interpreting tasks) as well as their interpreting strategy use (listening, memorizing, note-taking, deciphering, and analyzing skills). Some students chose not to use ChatGPT, except for its suggested vocabulary list, to maintain the authenticity, concentration, and independence in their interpreting tasks. "*I ignore ChatGPT to concentrate on my interpreting tasks*." (S#8), "*Sometimes, I look back at terms in the vocab list to support my interpretation*." (S#7). Some students affirmed that ChatGPT is *helpful for them in interpreting assignments, but it is not a substitute for practice.* (S#5, S#12, S#13, S#16). Other respondents utilized ChatGPT directly during interpreting by typing in segments for immediate assistance. This can be the reason why those students frequently reflect on their distraction, over-reliance, leading to slower processing and reduced spontaneity in using ChatGPT during interpreting performance.

From FGI, some informants shared "*I write the main ideas of the Vietnamese English interpreting tasks and ask ChatGPT for a translated version*." (S#20), "*Maybe I rely on ChatGPT too much and don't practice enough on my own*." (S#23). In reflections, students also admitted that using ChatGPT while interpreting is not useful for them. "*Sometimes I was distracted and lazy to do interpreting by myself because ChatGPT was there*." (R#3); "*Using ChatGPT slowed me down because I had to copy parts of the speech into the app and wait for it to generate a response"* (R#5), *"I found myself relying too much on ChatGPT's suggestions instead of trusting my own interpreting skills. This made me hesitate during live interpreting."* (R#4).

Among the helpful skills for interpreters, it seemed that deciphering and analyzing skills were enhanced the most, thanks to ChatGPT's support, followed by self-correction skills. For online tasks, students were advised to do interpreting several times and chose the best to upload to the LSM. "*I typed my first interpreting version and asked ChatGPT for an evaluation and suggestions for improvement. I learned from that and corrected my second version."* (R#6), "*After I finished interpreting, I typed my version into ChatGPT and asked it to generate its own interpretation. By comparing the two, I realized I missed some key transitions.*" (S#8). Some students said that they asked ChatGPT to paraphrase some cultural nuances, but it failed. So, they corrected the given version by ChatGPT, analyzing and improving self-correction and evaluation themselves. (S#2, S#6, S#13).

The following section describes the application of ChatGPT in the last phase of Zimmerman's Model.

4.3. Using ChatGPT for SRL in the Self-Reflection Phase of the Interpreting Assignment

Table 3

Leveraging ChatGPT in Self-Reflection Phase (Evaluation, Self-assessment, Emotional Response)

Item	Statement	*N* = 178	
		Mean	SD
19	ChatGPT provides immediate feedback that helps me monitor my interpreting performance.	4.39	0.75
16	I enjoy reviewing my interpreting sessions with ChatGPT to track my progress.	4.24	0.87
13	After interpreting with ChatGPT, I reflect on what I did well and what I need to improve.	4.22	0.94
14	ChatGPT helps me identify recurring errors in my interpreting.	3.96	0.88

18	I trust in and correct interpreting errors from ChatGPT evaluation and feedback.	3.89	0.75
20	I can gradually create better prompts to leverage ChatGPT for my next interpreting.	3.56	0.69
15	Practicing with ChatGPT increases my confidence in real-time interpreting situations (with my peers and my teacher in interpreting class activities).	3.32	1.03
17	I notice when ChatGPT misses important cultural cues in its responses and learn from those cases.	2.84	0.83

Table 3 outlines how students used ChatGPT during the self-reflection phase of interpreting tasks, focusing on evaluation, self-assessment, and emotional response. Respondents appreciated ChatGPT's immediate feedback to monitor their performance (item 19: M = 4.39, SD = 0.75) and enjoyed reviewing sessions to track progress (item 16: M = 4.24, SD = 0.87). They also reflected on strengths and weaknesses after interpreting (item 13: M = 4.22, SD = 0.94) and found ChatGPT helpful in identifying recurring errors (item 14: M = 3.96, SD = 0.88). Students showed trust in ChatGPT's feedback and acted on it (item 18: M = 3.89, SD = 0.75). Moreover, participants indicated that they could develop better prompts over time to make full use of ChatGPT in future interpreting assignments (item 20: M = 3.56, SD = 0.69). Additionally, practicing with ChatGPT was seen to increase some informants' confidence in real-time interpreting situations (item 15: M = 3.32, SD = 1.03), this rating was comparatively lower. Notably, students showed their lowest agreement on ChatGPT to recognize cultural nuances in its interpreting suggestions and feedback (item 17: M = 2.84, SD = 0.83). The Cronbach's alpha coefficient for the self-reflection phase was .897, indicating strong internal reliability among the questionnaire items developed to evaluate students' perceptions of ChatGPT's role after completing the interpreting tasks.

Data from both the FGI and weekly reflections reveal that students demonstrated students' reflective practice after completing their interpreting assignments with ChatGPT. It is interesting to notice that respondents showed their satisfaction with ChatGPT's support after they finished their online interpreting tasks. "*I liked ChatGPT in the way it gave me scores and explanations for my strengths and weaknesses based on the teacher's checklists and assessment criteria.*" (S#10). "*The score ChatGPT gave me for my online interpreting tasks was sometimes lower than my teacher's, but it also pinpointed recurring weaknesses. That's what I liked*." (S#6). This was shared by S#1, S#9. Some respondents find comparing their interpreting performance with ChatGPT's helpful in making progress in their learning. "*I compared my interpreting output with ChatGPT's to identify strengths and gaps in my performance*." S#16, "*Even though I'm still making mistakes when comparing with ChatGPT's suggestions, I feel more in control of the process. I know interpreting is hard, but I can see small improvements week by week, and that motivates me to keep going.*"

Some informants stated that they were more hard-working and confident in interpreting tasks when working with ChatGPT. Therefore, fluency and accuracy in delivering were improved. "*I felt more confident this week. I practiced one interpreting task three times after reviewing my performance with ChatGPT and noticed that I hesitated less and reformulated ideas more smoothly than before.* (R#8). However, some participants were not really interested in ChatGPT because it failed in producing a real-time interpreting task and identifying key features of interpreting activities. *"ChatGPT often gives answers that sound like written translations which are very polished and perfect, but that's not how interpreting works. In live*

interpreting, we prioritize meaning and speed over perfect wording." (S#3)

ChatGPT was also criticized by participants due to its failure to transfer cultural nuances or contextual meanings in interpreting tasks. *"Sometimes ChatGPT doesn't really understand the cultural context or the speaker's tone, so its suggestions don't fully reflect the original intention." (S#7). This is agreed by some students who* recognized that ChatGPT could support "surface-level" feedback, such as grammar, word choice, but often lacked the nuance required for deeper communicative or cultural understanding. "*ChatGPT misunderstood the source text due to a lack of contextual understanding. That made me realize how important my role is as a human interpreter.*" (R#9), "*For the culture-related segment that requires deciphering and analyzing skills, I still need to compare my interpreting versions with the one suggested by my teacher on LMS to make sense of it*." (S#14).

5. Discussion

The application of ChatGPT in the forethought phase is definitely beneficial to students' SRL and their interpreting outcomes. To be specific, data from questionnaires, focus group interviews, and self-reflections showed student interpreters' positive perspectives towards the impact of ChatGPT on self-regulation development. Firstly, they admitted the linguistic knowledge that ChatGPT could support students, which could advance their interpreting progress, especially their interpreting skills and competence. This finding aligns with current literature on the use of ChatGPT for SRL such as (Fitria, 2023; Hu et al., 2024) as it facilitates students in improving language skills and learning strategies. Certainly, AI-driven instruction can support language learning by offering learners interactive, tailored experiences that focus on improving specific areas of language proficiency (Qiao & Zhao, 2023). Integrating AI tools such as ChatGPT into education can enhance students' learning skills and foster their capacity for independent learning (Chiu et al., 2021). Another important effect of this AI tool was that it could guide student interpreters to make plans for their interpreting practices, improve strategic prompts and consequently, achieve better interpreting outputs. These findings are in line with the idea of Barak's (2010) research, which confirmed the support of ChatGPT in students' planning, instructions, and learning achievement. Furthermore, chat GPT impact on students' critical thinking and motivation was also recorded. More importantly, students were given more opportunities to enhance their confidence, motivation, and autonomy for online interpreting performances. These findings mirrored Rodway and Schepman's (2023) research, which reported that this AI tool could make students more motivated, more hard-working, and more critical in thinking. ChatGPT helped reduce learning anxiety while enhancing learning performance, boosting motivation, and fostering sustained learning habits (Ng et al., 2024). Importantly, the most beneficial impact of chat GPT on student interpreters' self-regulation is to improve deciphering and analysing skills which are believed to be very vital for a successful interpreting output. This key finding of the current research reaffirmed the importance of the forethought phase in Zimmerman's SRL (2000) model, in which task analysis is a pivotal component.

In the performance phase, a great number of students expressed that using ChatGPT could help them to recognise strengths and weaknesses of their own, therefore, they could control their interpreting learning progress. For them, these are the most important benefits of the ChatGPT effect on self-regulation. These findings are similar to the ideas of Ng et al. (2024) and Chan (2023). ChatGPT is a very useful tool in equipping students with knowledge and interpreting skills, especially decoding and reformulation abilities. ChatGPT helps students answer their questions, suggests useful learning materials, gives tips to guide their interpreting

studies, explains solutions step by step and responds to their questions to make concepts easier to understand. ChatGPT also gives instant feedback, points out what they can improve, and provides practice problems and quizzes to strengthen their skills and show where they need more help (Ng et al., 2024). ChatGPT can also encourage student interpreters to track their learning progress, revise their work, and reflect on language use in ways that are closely aligned with fundamental processes of SRL. These findings are consistent with Kohnke et al.'s (2023) study which indicates that students are capable of independently assessing their learning and modifying their strategies accordingly. ChatGPT actually supports gisting skills and overall interpreting performance (Zou, et. al, 2025). The study also showed that differences in students' language proficiency and learning strategies led to variations in how they leveraged ChatGPT in their online interpreting practice. The findings suggest that ChatGPT offers significant benefits for student interpreters who adopt deeper learning strategies, but it may cause distraction or even over-reliance among those who rely on more superficial learning approaches.

In the self-reflection stage of the interpreting assignment, most students felt confident in ChatGPT's feedback because it gave them chances to think about their work and evaluate their own interpreting. This shows an important effect of ChatGPT on students' SRL, as it helps them see how they can improve, especially in their interpreting performance. This result clarified Zimmerman's (2000) three-phase SRL model, which states that in the self-reflection stage, after finishing a task, students review their work, identify what needs to be improved, and plan better ways to learn and perform in future tasks. Some concerns about ChatGPT's limits in supporting self-regulated learning also appeared in the self-reflection stage. First, students said that ChatGPT sometimes failed to show cultural or contextual meanings in interpreting tasks. They often felt confused when meeting unfamiliar idioms or cultural references. Understanding culture is important for interpreters because it helps them express hidden meanings, idiomatic language, and culture-specific ideas accurately. Although ChatGPT is good at language, it still has difficulty dealing with cultural meanings. This can lower the accuracy and overall quality of interpreting. This finding supports Dinh's (2025) view that ChatGPT has clear limits when working with cultural and idiomatic expressions. Sahari et al. (2023) also pointed out that cultural sensitivity is closely related to translation quality because ChatGPT is still limited in handling cultural issues and idioms. Another negative effect is that students may become too dependent on ChatGPT. Many of them think less actively, which can harm their critical and creative thinking skills. This agrees with Saputra et al. (2025), who warned that relying too much on ChatGPT may reduce students' independent thinking and problem-solving ability. This highlights the crucial role of the user when employing ChatGPT. The tool should be regarded as a learning aid rather than a substitute for students in performing the interpreting tasks. Although ChatGPT can save time and suggest possible translations, students must still independently consider cultural factors and implicit meanings to produce an acceptable interpretation.

6. Theoretical Contributions

This study contributes to SRL theory by exploring the benefits of ChatGPT in the interpreting process under the lens of Zimmerman's model, especially in the context of Vietnamese higher education. It demonstrates how this generative AI tool can support learners' cognitive, metacognitive, and motivational processes in each phase of the model. By examining SRL within technology-supported interpreting tasks, the study provides a new perspective that connects educational psychology with interpreter education.

7. Practical Implications

These findings provide practical implications for interpreter training. ChatGPT can be integrated into interpreting instruction to reduce students' anxiety, promote reflection on learning, and foster learner autonomy. However, the study also reveals ChatGPT's limitations in translating segments containing cultural implications. Moreover, leveraging ChatGPT may increase the risk of over-reliance and weaken independent and creative thinking, particularly among student interpreters with lower language proficiency. Therefore, teachers should provide clear guidance and ongoing monitoring to help students develop both interpreting competence and self-regulated learning in technology-enhanced environments.

8. Limitations and Suggestions for Future Study

This section presents the study's limitations and offers suggestions for future research. First, because this case study was carried out at only one university, future research could be done in other places, including both public and private universities. Several case studies would be beneficial for researchers to compare results within and across cases and to see what is similar or different across contexts (Yin, 2003). If there is enough time and funding, expanding the research to two or more universities could provide different views, attitudes, and preferences from participants, leading to more meaningful comparisons. In addition, since this study focused only on students, future research could include teachers or both teachers and students. Finally, this study looked only at how students used ChatGPT for self-regulated learning in interpreting classes. Future studies could explore how ChatGPT impacts self-directed learning or self-efficacy. In Vietnam's higher education, such research could help better understand how ChatGPT supports students and provide a wider view of how AI can assist language teaching and learning.

9. Conclusion

This mixed-methods study, integrating questionnaires, focus-group interviews, and weekly reflections, investigated interpreting students' engagement with ChatGPT across the three phases of Zimmerman's SRL model. The findings showed that ChatGPT was most effective in the forethought and self-reflection phases. ChatGPT was useful in facilitating interpretation students to develop their self-learning skills, building their knowledge of interpreting, generating topic-specific vocabulary, and developing structured study plans that enhance their motivation, confidence, and readiness for interpreting tasks (in the forethought phase). Using ChatGPT helped students feel less worried, more motivated, and confident before doing interpreting tasks. It also worked as a tool for feedback and evaluation, helping students identify common errors, recognize their progress, and make improvements. This supported their ability to reflect on their own learning. In addition, ChatGPT helped students correct themselves and improved their language by comparing their work with ChatGPT's output and making revisions. The study showed that ChatGPT was a useful teaching aid that supported students' self-regulated learning, especially in preparing better, thinking more reflectively, and correcting their own work. Among interpreting skills, ChatGPT helped students enhance their analytical, decoding skills and self-correction abilities, contributing to a good interpreting performance. However, ChatGPT was recorded for its difficulties in understanding cultural implications in the source language, resulting in inaccuracy in delivering interpreting tasks. Additionally, over-reliance on this tool may lead to passivity, reduced creativity, and limited independent thought, which in turn could hinder students' interpreting competence. Hence, research on how to minimize the negative impact of ChatGPT on SRL should be taken into consideration in the future.

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APPENDIX

The following QR code provides access to the appendices