Appendix

Optimizing Human-AI Collaboration in Translating Intergovernmental Documents: A Study of Administrative Staff at Vietnamese-German University

Nguyen Thi Mong Dung [a, *], Nguyen Minh Trang [b]

[a] Faculty of Foreign Languages, Binh Duong University, Ho Chi Minh City, Vietnam
[*] Corresponding author Email: 2511010005@student.bdu.edu.vn
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Appendices

Appendix A: Sample selection of translation texts

BỘ GIÁO DỤC VÀ ĐÀO TẠO

Số: 3380 /BGDĐT-GDĐH
V/v đánh giá tình hình thực hiện Quy hoạch mạng lưới cơ sở GDĐH và sư phạm thời kỳ 2021-2030, tầm nhìn đến năm 2050

CỘNG HÒA XÃ HỘI CHỦ NGHĨA VIỆT NAM
Độc lập - Tự do - Hạnh phúc

Hà Nội, ngày 08 tháng 6 năm 2026

Kính gửi: Các cơ sở giáo dục đại học[1], các trường cao đẳng sư phạm.

Thực hiện chỉ đạo của Chính phủ tại Nghị quyết số 109/NQ-CP ngày 16/4/2026 về cập nhật, bổ sung Chương trình hành động của Chính phủ thực hiện Nghị quyết Đại hội đại biểu toàn quốc lần thứ XIV của Đảng và Kết luận số 18-KL/TW của Trung ương về Kế hoạch phát triển kinh tế - xã hội, tài chính quốc gia và vay, trả nợ công, đầu tư công trung hạn 5 năm 2026 - 2030 gắn với thực hiện mục tiêu phấn đấu tăng trưởng "2 con số", để có căn cứ rà soát, điều chỉnh Quyết định số 452/QĐ-TTg ngày 27/02/2025 của Thủ tướng Chính phủ phê duyệt Quy hoạch mạng lưới cơ sở giáo dục đại học và sư phạm thời kỳ 2021-2030, tầm nhìn đến năm 2050 (sau đây gọi chung là Quy hoạch), Bộ Giáo dục và Đào tạo đề nghị các cơ sở giáo dục đại học, các trường cao đẳng sư phạm:

1. Đánh giá công tác chỉ đạo, điều hành triển khai thực hiện các nội dung Quy hoạch theo Quyết định số 452/QĐ-TTg, việc lồng ghép các nội dung của Quy hoạch với chiến lược, kế hoạch của đơn vị.

2. Kết quả đạt được các chỉ tiêu, phương án và giải pháp của Quy hoạch; tồn tại, hạn chế và nguyên nhân; bài học kinh nghiệm trong triển khai, thực hiện Quy hoạch.

3. Tình hình sắp xếp, sáp nhập theo định hướng Quy hoạch; tình hình huy động nguồn lực đầu tư, kết quả thực hiện các dự án đầu tư theo Quy hoạch (nếu có).

4. Đề xuất phương hướng, nhiệm vụ, giải pháp thực hiện Quy hoạch trong giai đoạn 2026-2030, các nội dung điều chỉnh, bổ sung Quy hoạch trên cơ sở Nghị quyết 71-NQ/TW[2], Luật sửa đổi, bổ sung một số điều của Luật Giáo dục năm 2025, Luật Giáo dục đại học năm 2025, Luật Quy hoạch năm 2025 và các văn bản liên quan. (Đề cương báo cáo đính kèm)

Báo cáo gửi về Bộ Giáo dục và Đào tạo (qua Vụ Giáo dục Đại học), địa chỉ: 35 Đại Cồ Việt, Bạch Mai, Hà Nội, trước ngày 10/6/2026.

Trân trọng./.

Nơi nhận:
- Như trên;
- Bộ trưởng (để báo cáo);
- Vụ KHTC (để theo dõi);
- Lưu: VT, GDĐH.

BỘ TRƯỞNG
TRƯỞNG

Lê Quân

[1] Không bao gồm các cơ sở giáo dục đại học trực thuộc Bộ Công an, Bộ Quốc phòng

VGU Manifesto

The Vietnamese-German University (VGU) is where smart engineering sciences converge with the humanities, public health, and business disciplines, creating fertile ground for innovation, reflection, and progress. It is the place where excellence and the freedom of scientific inquiry are safeguarded and celebrated as the lifeblood of progress. And it is the place where the brightest minds are drawn with the conditions to thrive. VGU seeks to be an active force within a wide network of partnerships, dedicated to defending and advancing the values of academic freedom while contributing to the prosperity of the nation. Beyond generating knowledge, the university aspires to shape the great questions of our time and to offer transformative solutions to the most urgent challenges facing the global community. Furthermore, VGU is a truly inclusive university – an institute of higher education that empowers students in the best participatory ways to become active creators of their own learning journey by providing a nurturing environment necessary for them to flourish. It is this unwavering commitment to diversity and equal opportunity that delivers education of the highest quality and serves at every stage of life.

In this way, we – the VGU family – will educate generations of students who are not passive recipients of knowledge but pioneers in its creation, equipped to lead humanity toward new horizons of understanding. We strive to be the transformative force within Vietnam's social and cultural, technological, economic, environmental, and political context. Inspired by Germany and connected to the world, we seek to drive regional development while forging global partnerships in academia, research, and industry. Our influence will radiate outward, fueling innovation and crafting solutions for the prosperity of the nation. At the same time, we position VGU as an international research university without borders: As a lighthouse of innovation in which digitalization is woven into its very structure, entrepreneurship forms its spirit, and intelligence illuminates every dimension of learning and research – and as a lighthouse of personalized lifelong learning where science, society, humanity, and diversity converge in a guiding light for sustainable progress, and for a bright global future. Together, we will fulfill our promise embodied in VGU's guiding claim: **Vietnamese Talent. German Quality. Universal Opportunity.**

Appendix B: Semi-Structured Interviews

The purpose of this interview is to explore administrative staff members' experiences, perceptions, and challenges in using ChatGPT for translating intergovernmental documents at the Vietnamese-German University (VGU).

Part A. Background information

1. What is your current role or main responsibility at VGU?
2. How often do you translate or review intergovernmental documents as part of your work?

Part B. Interview questions

1. How do you perceive the usefulness of ChatGPT in translating intergovernmental documents at VGU?
2. What challenges or difficulties do you encounter when using ChatGPT to translate intergovernmental documents?
3. What benefits do you experience when using ChatGPT together with human pre-editing and post-editing in translation tasks?
4. To what extent do you trust ChatGPT-generated translations in terms of accuracy, terminology, institutional style, and cultural appropriateness?
5. In your opinion, how does human intervention, including pre-editing and post-editing, improve the quality of ChatGPT-generated translations in intergovernmental communication?

Part C. Closing question

6. What comments or questions do you have for me?

Appendix C: Translation quality assessment rubric (Adapted from Prieto Ramos, 2015)

Instructions for Assessors

1. Read the source text and the translated text carefully before assigning scores.
2. Evaluate each translation independently according to the five criteria below.
3. Assign one score from 1 to 5 for each parameter. The maximum total score for one translation is 25 points.

Translation quality assessment criteria adapted from **Prieto Ramos (2015)**

Parameter	Score	Label	Assessment standards
Accuracy (ACC)	1	Very poor	Many mistranslations, omissions, and additions; meaning is often lost.
	2	Poor	Frequent errors in conveying meaning; several omissions or additions.
	3	Fair	General meaning conveyed, but with some inaccuracies and omissions.
	4	Good	Accurate with minor issues; almost all meaning conveyed.
	5	Very good	Fully accurate, meaning completely preserved with no errors.
Competence (COM)	1	Very poor	Culturally inappropriate; literal and awkward.
	2	Poor	Limited adaptation, meaning not always suitable for target readers.
	3	Fair	Some adaptation, but uneven.
	4	Good	Culturally appropriate with minor issues.
	5	Very good	Fully adapted, natural, and pragmatic.
Content (CON)	1	Very poor	Frequent inconsistencies in terminology and formatting.
	2	Poor	Several inconsistencies; some confusion for the reader.
	3	Fair	Mostly consistent with minor lapses.
	4	Good	Consistent throughout with rare issues.
	5	Very good	Fully consistent terminology, names, and formatting.
Language (LAN)	1	Very poor	Frequent grammar, spelling, and punctuation errors; difficult to read.
	2	Poor	Noticeable errors in grammar and style; comprehension affected.
	3	Fair	Some errors, but meaning generally clear.
	4	Good	Minor errors; text flows well and is easy to read.
	5	Very good	Grammatically flawless and polished.
Style (STY)	1	Very poor	Inappropriate style; inconsistent or unnatural.
	2	Poor	Style inconsistent; tone occasionally unsuitable.
	3	Fair	Acceptable style; some inconsistencies.
	4	Good	Appropriate and consistent style with minor lapses.
	5	Very good	The style perfectly matches the target audience and the text type.

Appendix D: Interview Questions

Part A. Background Information

Question	Key themes	Illustrative quote
1. What is your current role or main responsibility at VGU?	—	—
2. How often do you translate or review intergovernmental documents as part of your work?	Daily task for most participants	*Every day (IP1, IP2, IP3, IP6); nearly every day (IP4, IP5)*

Part B. Interview Questions

Question	Key themes	Illustrative quote
1. How do you perceive the usefulness of ChatGPT in translating intergovernmental documents at VGU?	Saves time; reduces reliance on the translation office; essential for non-professional translators	*"It is very necessary because I am not a professional translator. I would not be able to complete translation tasks without ChatGPT." (IP1, IP4, IP5, IP6)*
2. What challenges or difficulties do you encounter when using ChatGPT to translate intergovernmental and institutional documents?	Inappropriate/repetitive wording; mistranslated idioms and metaphors; unclear or overly long sentences; exaggerated or fabricated content; style misaligned with English conventions	*"The most concerning issue is that ChatGPT may generate fabricated content, producing a translation that differs in meaning from the original text without being detected." (IP3)*
3. What benefits do you experience when using ChatGPT together with human pre-editing and post-editing in translation tasks?	Post-editing (EN–VN) improves naturalness and conciseness; post-editing (VN–EN) is limited by language ability; pre-editing improves accuracy and saves processing time	*"Especially for Vietnamese-to-English translation, if pre-editing is performed, the translation produced by ChatGPT is much more concise and accurate than without pre-editing." (IP4)*
4. To what extent do you trust ChatGPT-generated translations in terms of accuracy, terminology, institutional style, and cultural appropriateness?	Terminology consistency is reviewed manually; formal institutional style is checked; trust is moderate and human intervention remains necessary	*"I have a moderate level of trust in ChatGPT, but human intervention is still necessary to ensure more accurate, consistent, and professional translations." (IP5)*
5. In your opinion, how does human intervention, including pre-editing and post-editing, improve the quality of ChatGPT-generated translations in intergovernmental communication?	Pre-editing clarifies source content; post-editing corrects errors and terminology; humans adjust for cultural fit and reduce risk of misunderstanding	*"Overall, humans help transform ChatGPT's draft translations into translations that are more accurate, natural, and reliable." (IP1, IP3, IP6)*