

English-Major Students' Expectations for Blended Translation Learning on LMS at a Vietnamese Public University

Ngan Giang Dang*, Linh Chi Nguyen & Van Giang Ngo

English Department, Hanoi University, Vietnam

DOI: <https://doi.org/10.47772/IJRISS.2026.100701180>

Received: 09 August 2026; Accepted: 14 August 2026; Published: 24 August 2026

ABSTRACT

The rapid shift toward digital transformation and the increasing adoption of educational technology in higher education has highlighted student expectation as a crucial factor to optimize Learning Management Systems (LMS) in blended environments. This study investigates English-major students' expectations for blended translation learning on LMS at public university in Vietnam. A cross-sectional survey design was employed, utilizing a questionnaire comprising 21 Liker-scale items and one open-ended question distributed to 87 participants. Quantitative data were analyzed using descriptive statistics, while qualitative responses were examined through thematic analysis. The findings reveal that students possessed consistently high expectations across four major dimensions of LMS-integrated translation courses. Ranked in descending order of expectation levels, these dimensions include platform features and course management, learning content and professional translation skills, instructional design, and technical support. The participants particularly envisioned a comprehensive blended learning environment where effective pedagogy, practical course materials, solid technology, and strong support mechanisms merge to deliver engaging and inclusive learning. Based on these empirical insights, the study proposes some useful recommendations for instructional designers and higher education practitioners to refine LMS platform functionality, improve translation pedagogical strategies on blended learning environments and foster more effective and equitable translation education.

Keywords: blended learning, translation education, learner expectation, university level.

INTRODUCTION

The rapid development of information technology has brought about profound global changes in higher education, leading to the emergence of blended learning. This hybrid model has become increasingly popular because it provides unprecedented multi-functionality and flexibility for both teachers and learners (Liu et al., 2019, as cited in Cao, 2023; Shan & Deocampo, 2025), particularly since the Covid-19 pandemic. Central to this shift is the integration of Learning Management Systems (LMS), which functions not only as an “all-in-one technical tool” (Cao, 2023, p.81) for teaching and learning but also as a link to connect physical and virtual environments.

In the context of Vietnamese higher education, public universities are promoting the integration of blended learning to innovate teaching methods and improve educational quality (Cao, 2023; Phan, 2018). While this model has been examined in various English language skill courses (Kieu et al., 2024), its application in specialized translation training remains relatively underexplored. At the same time, this discipline is undergoing a new trend toward “technicalization, digitalization, professionalization and marketization” (Hu, 2021, as cited in Lei, 2023, p. 5), highlighting a need for more attention to how translation education is designed and delivered. Effective course design in this context relies heavily on a systematic needs analysis, which includes identifying students' “wants” or expectations (Ji, 2021). Nevertheless, a significant gap remains in understanding what English-major translation students expect to experience from the use of blended learning on LMS.

This study, therefore, aims to fill these gaps by investigating English-major students' expectations regarding blended translation learning on LMS at a public university in Vietnam. It, thereby, seeks to answer the following research question: What do students expect from blended translation learning on a LMS?

This study is expected to provide useful preliminary insights for a larger-scale project that aims at designing and implementing blended translation courses at the English Department. It is also hoped to serve as a meaningful reference for course designers of other language training departments at this university as well as other similar contexts of translation education.

LITERATURE REVIEW

Blended Learning

Blended learning has become an increasingly prominent approach in higher education, particularly in response to the growing integration of digital technology into teaching and learning. In early days, blended learning was defined as “a simple combination of E-learning and face-to-face learning” (Liu et al., 2024, p. 2), which highlights a transition from classroom teaching to the Internet with supplementary learning tasks.

However, the definition of blended learning has evolved over time and its focus has been shifted to a complex instructional model that improves classroom learning through a thoughtful fusion or integration of physical and virtual learning experiences. To be exact, blended learning now is often viewed as “a systematic reconstruction of multiple elements, including learning resources, teaching strategies, learning environments, learning tools, and teaching and learning models” (Liu et al., 2024, p. 2). This means that blended learning no longer refers to merely where or how the teaching content is delivered, but a comprehensive redesign of the teaching and learning paradigm where student autonomy, active participation, and personalized learning are emphasized.

The implementation of blended learning is not a one-size-fits-all approach but rather a flexible model that must be adjusted based on specific variables, including learning objectives, time and space, and the teaching environment (Han et al., 2024). Among several blended learning design models and blended learning practice models proposed in the literature, flipped classroom, a typical and widely recognized model of blended learning (Liu et al., 2024), is highly relevant to translation teaching.

The fundamental principle of flipped classroom is active learning, which functions by reversing the traditional instructional sequence. Events that traditionally took place inside the classroom now happen outside, through online videos or on LMS, while activities traditionally done as homework now take place in class, allowing students to engage in problem-solving and deep learning with direct support from the teacher (Lage & Treglia, 2000, as cited in Liu et al., 2024). In other words, the transition can be summarized as moving from “teaching first and then solving problems” to “learning first and then applying knowledge”.

By integrating face-to-face instruction with online learning, blended learning maximizes the unique strengths of both environments. Its multifaceted benefits range from increased flexibility and accessibility (Almutairi, 2025; Cao, 2023), diverse instructional strategies (Li et al., 2024), stronger interaction (Yang, 2021), increased motivation (Phan, 2018), enhanced student engagement and autonomy (Cao, 2023; Liu et al., 2024; Phan, 2018) to improved academic performance and the development of 21st century core competencies (Chan, 2025; Liu et al., 2024; Yang, 2021), and effective course management (Cao, 2023).

However, this model also presents several challenges that range from technical and pedagogical issues and personal and financial barriers. These hurdles include platform instability and design (Cao, 2023; Kieu et al., 2024), inaccurate conceptual cognition, particularly when educators possess a shallow understanding of the term ‘blended’ as simply uploading files to an online platform (Lei, 2023), low integration between online and offline components (Almutairi, 2025; Lei, 2023), increased workload for teachers in designing and maintaining high-quality online components (Yang, 2021), lack of training and support for e-learning pedagogy (Cao, 2023), limited interactivity (Cao, 2023), physical strain (Li et al., 2024), financial and resource

constraints (Lei, 2023; Retnomurti et al., 2024), and cultural challenges (Almutairi, 2025). This means that the implementation of blended learning can affect not only students and instructors but also educational institutions.

Learning Management Systems (LMS)

A learning management system (LMS) is an e-learning platform designed to manage, track, and deliver online teaching and learning activities with a supportive network environment (Cao, 2023). It acts as a centralized hub that integrates both online and in-person instruction, allowing teachers and students to carry out educational tasks flexibly and conveniently on a single platform (Phan, 2018).

In a blended learning context, the LMS serves as a crucial link between virtual and physical classroom activities thanks to its four core features. One of the most prominent benefits that are brought by LMS is multi-functionality, reflected in its ability to provide all the tools needed for teaching and learning on one single platform (Liu et al., 2019). Therefore, content design and sharing could be facilitated on these platforms. Besides, LMS platforms provide interactivity opportunities through features, such as forums, that facilitate communication between teachers and students, as well as peer-to-peer collaboration (Choi, 2019). Another important component of LMS concerns assessment, as they provide tools for creating, delivering, and managing tests, quizzes, and assignments to track student progress (Dawley, 2007, as cited in Cao, 2023). Finally, LMS have a management-related feature by allowing tracking learner activities, recording attendance, and managing grades and student data.

Learner Expectations

Learner expectation is often referred to as the personal 'want' of the students. In a blended course, learner expectation can be understood as their specific perceptions of what they wish to learn and how they hope the course will contribute to their future academic development (Hutchinson & Waters, 1987, as cited in Shan & Deocampo, 2025). Learner expectations, or wants, are often distinguished from necessities - what is required for a professional role, and lacks - the gaps in current proficiency (Shan & Deocampo, 2025).

Learner expectation, as a part of needs analysis, plays an important role in developing a blended learning course. By identifying what students wish to learn and how they envision their professional development, educators can create a course that is both targeted and motivating for learners (Ji, 2021). This means that the course can have a higher possibility to provide what the learners wish to attain, thus, increasing their intrinsic motivation.

Previous Studies on Blended Translation Learning

Apart from attention to the challenges of integrating digital tools into translation education, research on blended translation learning has tended to focus on the examination of translation competence development and pedagogical innovation. Globally, many studies have emphasized the role of blended learning in developing translation competence. Peng et al. (2023) found that students in blended translation courses significantly outperformed those in traditional classrooms in technological competence and professional competence, particularly in translation tool use, teamwork, and project management. However, their bilingual linguistic competence was less evidently improved, indicating that blended learning may be more effective in preparing students for translation profession in the digital era.

Researchers have also examined innovative pedagogical approaches in blended translation training. In particular, Chan (2025) investigated blended Massive Open Online Courses (bMOOCs) and reported that combining online theoretical learning with face-to-face software practice effectively supported translation technology education. Similarly, Almutairi (2025) integrated project-based learning into blended translation courses to simulate authentic professional contexts, which found that students can improve self-regulation and collaborative skills.

In Vietnam, studies on blended translation learning have reflected a gradual shift from traditional lecture-based teaching to LMS-supported instruction. Specifically, Phan (2018) found that Moodle-based translation courses could enhance Hue University student motivation and improved teaching quality through access to authentic multimedia materials. More recently, Tran (2023) applied the Community of Inquiry framework (Garrison et al., 2000), which involves social presence, teaching presence, and cognitive presence, in specialized translation courses and reported high student satisfaction, emphasizing the importance of instructional presence and collaborative online interaction. Meanwhile, Cao (2023) highlighted that teachers and students perceived the use of LMS in blended learning to be challenging, mainly due to technical issues. Also, Kieu et al. (2024) found that many lecturers still considered online learning an “add-on” rather than an integrated pedagogical approach and often lacked discipline-specific technological training.

It is apparent that few studies in both international and local contexts have examined what university students expect from the integration of online and face-to-face learning components in translation courses delivered through LMS. Understanding these expectations is important because learners’ preferences and wants can significantly influence how they respond to and make use of blended learning, thus, affecting the effectiveness of the courses as a whole. Therefore, this study attempts to fill this gap and make meaningful contributions to research and practices on blended translation learning.

THEORETICAL FRAMEWORK

This study adopted Community of Inquiry framework (Garrison et al., 2000) to ground the development of the questionnaire on learner expectations. This framework is particularly appropriate for this study as it provides a comprehensive model for understanding how high-quality learning can occur in online and blended environments through three interdependent dimensions: teaching presence, cognitive presence, and social presence. According to Garrison et al. (2000), teaching presence refers to the design, facilitation, and direction of the learning experience. Cognitive presence is the extent to which learners can construct meaning through sustained reflection. Social presence addresses the ability to project themselves socially and emotionally in a digital community. By using this framework, this study can move beyond a simple descriptive survey to providing an examination of requirements for the English Department’s shift towards blended learning, thus informing a design of a more holistic pedagogical environment.

METHODS

Research Design

This study adopted a quantitative research approach to investigate students’ expectations for blended translation learning on LMS platforms. This approach was chosen as it is appropriate for describing the research problem through identifying common trends among numerous participants (Creswell & Guetterman, 2019). This means that a quantitative design allows the researchers to establish the overall tendency of responses from individuals, thus providing information on what a large population of English-major translation learners at a Vietnamese public university think of blended translation learning. In particular, this study used a cross-sectional survey design, which has the advantage of measuring current opinions and provides information in a short amount of time (Creswell & Guetterman, 2019).

Context and Participants

This study was conducted at the English Department of a public university in northern Vietnam, one of among the most prestigious university in foreign language education in the country. This university has allowed the use of different LMS platforms in some instructional programs. Although blended learning has not been adopted, this university has recently promoted the design of digital materials as an initiative responding to the development of information and technology, which is planned to be undertaken in the next academic year. At the English Department of this university, students can either follow a curriculum on Translation and Interpreting or that on pedagogy after two years studying English foundation skills.

The target population of this study involve 120 third-year English majors in the Translation and Interpreting curriculum. At the time of the study, these students had finished the Basic Translation courses and were expected to experience blended learning in the next academic year. Convenience sampling was used and 87 undergraduates were willing to participate in this study, representing an acceptable response rate of 72.5%. Among them, 83.9% were female, 10.3% were male, and the rest of them preferred not to reveal their gender. Their self-assessed proficiency level varied, with 16.1% at intermediate level, over 60% at upper intermediate level, and nearly one fourth at advanced level.

As found from the demographic information section of the questionnaire, approximately two thirds of the participants (65.5%) perceived themselves as being familiar or very familiar with blended learning, while one-fourth of them indicated that they had some awareness of the concept but may not have had extensive experience with it. In contrast, only a small minority of the respondents, less than 10%, reported unfamiliarity with blended learning.

Moreover, out of 87 students, slightly more than 70% of the respondents revealed that they had used a LMS before, while the rest of them reported no prior experience. Regarding IT skills for online learning, most respondents rated themselves as having a moderate (47.1%) to fairly high level (40.2%).

Research Instrument and Data Collection

This current study employed a structured questionnaire as the main research instrument to investigate learners' expectations. This questionnaire was developed based on previous literature on blended learning, translation teaching, and LMS systems, particularly the Community of Inquiry framework (Garrison et al., 2020). It consisted of two main sections. The first section collected demographic information about the participants, such as year of study, gender, their self-rated English proficiency level as well as IT skills, familiarity with blended learning, and prior experience with LMS. The second section included 21 Liker-scale items, which are grouped into four main dimensions based on the Community of Inquiry framework, to seek students' expectations for different aspects of blended learning. They include (1) instructional design, viewed as components of teaching presence; (2) content and professional translation skills, reflecting cognitive presence; (3) platform features and course management, are built upon social presence; and (4) challenges and support, which are examined as essential environmental factors that sustain these presences in a blended context. The questionnaire also contains an open-ended item to allow the respondents to share their concerns about the shift from traditional to blended translation learning.

Before the official data collection, the questionnaire was piloted with 30 students who were not included in the official sample. This pilot sample size was small as the researchers aimed to maximize the number of participants. Cronbach's alpha was conducted to assess the internal consistency of the questionnaire, with the acceptable value of 0.83.

The data collection process was conducted in person to ensure a high response rate while maintaining the effectiveness of digital survey distribution. In detail, students were informed that they had the right to withdraw at any time and that their responses would remain anonymous and be used solely for research purposes. A quick response (QR) code linked directly to the online survey was displayed to the students, allowing them to use their mobile devices to scan and fill in the questionnaire on the spot. Students were given sufficient time to complete the survey.

Data Analysis

The data collected from the questionnaire were reviewed to remove incomplete or invalid submissions prior to analysis. After that, descriptive statistical methods were adopted as they were appropriate for summarizing and interpreting the overall trends in participants' responses, aligning with the aim of this study. In detail, means (M) and standard deviations (SD) were calculated on Excel to determine the general level of agreement or expectations towards different aspects of blended translation learning. The interpretation of the mean scores was based on the following ranges: 1.00 - 2.33: low level of expectations, 2.34 - 3.66: moderate level of

expectations, and 3.67 - 5.00: high level of expectations. Besides, content analysis was adopted to identify the frequencies of themes appearing in the participants' responses to the open-ended item.

FINDINGS AND DISCUSSION

The findings, based on descriptive analysis of mean scores, reveal that the English-major translation students generally held consistently high expectations across all examined aspects of blended translation learning on LMS, with average mean scores ranging from 3.93 to 4.20 (as can be seen in Table 1).

Table 1 Participants' overall expectations for blended translation learning on LMS

Aspect	Average mean
Instructional design	3.96
Content and professional translation skills	4.03
Platform features and course management	4.20
Challenges and support	3.93

These findings suggest that learners expect a balanced integration of reliable technology, relevant content, effective pedagogy, and adequate support in blended translation learning environments, with technological functionality being particularly more important to them. A more detailed analysis of each aspect is presented in the following sections.

Students' Expectations for Instructional Design

Regarding the instructional design of blended translation learning on LMS, the findings indicate that students held relatively high expectations, with mean scores ranging from 3.82 to 4.14, suggesting that learners value a well-structured and pedagogically appropriate integration of face-to-face and online components. These results also highlight the importance of designing blended translation courses that should both maintain active pedagogical guidance and make the most of LMS functionalities.

Table 2 Participants' expectations for instructional design (N=87)

No.	Statement	M	SD
2	I expect the instructor to provide timely, personalized feedback on my online translation assignments.	4.14	0.72
5	I expect a good balance between online and in-class activities.	4.05	0.78
1	I expect that using an LMS for translation will improve my learning efficiency and academic achievement.	3.94	0.78
3	I expect the online component to challenge me to think critically about translation strategies and cultural elements.	3.86	0.90
4	I prefer to preview knowledge (theories, videos) online so that face-to-face time is used for interactive practice.	3.82	0.99

As can be seen from Table 2, the expectation for timely and personalized instructor feedback received the highest mean score ($M=4.14$, $SD=0.72$). This finding is in line with Phan (2018) and Tran (2023), which

highlight the critical role of instructors in blended environments, particularly in monitoring progress and providing targeted feedback that “support learners in different stages of development” (Shan & Deocampo, 2025, p. 347). Similarly, the participants expressed strong expectations for achieving a balance between online and in-class activities ($M=4.05$, $SD=0.78$), indicating that they preferred a complementary rather than substitutive relationship between the two modes. This was reinforced by the participants’ responses to the open-ended item, as five of them expressed concern over blended learning having “less in-person interaction”, while three others worried that the shift to this mode might “reduce direct contact with the instructor”.

The respondents also showed positive expectations for the effectiveness of LMS use in improving their academic outcomes ($M=3.94$, $SD=0.78$) and fostering critical thinking ($M=3.86$, $SD=0.90$). These results suggest that students have confidence in the potential benefits of blended translation learning as well as their desire for cognitively engaging activities provided in this learning mode. These support the findings of previous studies where students view blended learning as an effective way to maintain academic quality and foster growth in their competencies (Li et al., 2023; Peng et al., 2023).

Meanwhile, the lowest mean score was recorded for the preference to preview theoretical content online before face-to-face sessions ($M=3.82$, $SD=0.99$). While still within the high range, this item’s lower mean score and higher standard deviation suggest more varied opinions among the participants regarding this flipped learning approach.

Students’ Expectations for Content and Professional Translation Skills

The findings from the questionnaire reveal that students had high expectations for content and professional skill development in blended translation learning, with most of the mean scores above 4.00. This suggests that learners paid much attention to practical, career-oriented outcomes when it comes to LMS-supported translation courses.

Table 3 Participants’ expectations for content and professional translation skills (N=87)

No.	Statement	M	SD
8	I expect the LMS to provide access to authentic, real-world documents for translation practice.	4.25	0.77
6	I expect to practice translation regularly through different translation tasks.	4.23	0.71
10	I expect the blended course to draw me closer to the professional market through role-playing and project management tasks.	4.22	0.78
9	I expect to receive training on specific translation technologies on the platform.	4.16	0.83
7	I expect to work in groups during translation activities.	3.28	1.13

As can be seen from Table 3, the participants had the highest expectation for access to authentic, real-world documents for translation practice ($M=4.25$, $SD=0.77$), reflecting their strong preference for authenticity in learning materials. Similarly, the respondents expressed strong expectations for regular practice through diverse translation tasks ($M=4.23$, $SD=0.71$) and for courses to bridge the gap between academic learning and the professional market ($M=4.22$, $SD=0.78$). Meanwhile, the relatively high mean score for training in translation technologies ($M=4.16$, $SD=0.83$) highlights the students’ awareness of the increasing role of digital tools in the translation industry.

However, the expectation to work in groups during translation activities received a significantly lower mean score ($M=3.28$, $SD=1.13$), indicating only a moderate level of agreement and considerable variation in students' responses. This suggests that despite the effectiveness of collaborative learning on blended environments (Tran, 2023), students may have mixed preferences regarding group work on this type of course. As a result, it is important to design blended translation learning in a way that is reflective of industry practices while remaining responsive to diverse learner preferences.

Students' Expectations for Platform Features and Course Management

In terms of platform features and course management, the respondents reveal significantly high expectations, with almost all mean scores above 4.00 (as illustrated in Table 4). The highest-rated expectation concerns a high-quality LMS interface ($M=4.33$, $SD=0.71$), followed closely by the need for clearly structured learning materials ($M=4.31$, $SD=0.72$) and the ability to review materials multiple times at students' own paces ($M=4.31$, $SD=0.81$). These results indicate that students appreciate usability, accessibility, and flexibility of the LMS platforms, which are widely recognized as key factors influencing the effectiveness of blended learning environments (Cao, 2023; Li et al., 2023; Phan, 2018). These expectations can be explained by a fear of digital overwhelm identified in the open-ended item, as two participants explicitly worried they "cannot catch up" with the pace of online modules, while other two were concerned that the "high technology" requirements may exceed their current digital level.

Table 4 Participants' expectations for platform features and course management (N=87)

No.	Statement	M	SD
17	I expect the LMS interface to be well-organized, attractive, and mobile-friendly.	4.33	0.71
15	I expect the LMS to organize materials clearly by units (videos, readings, examples).	4.31	0.72
18	I expect the platform to allow me to review course materials (videos, notes) multiple times at my own pace.	4.31	0.81
11	I expect the LMS to provide easy access to learning materials.	4.28	0.76
16	I expect the platform to send me notification reminders for deadlines and course announcements.	4.21	0.84
14	I expect the LMS to be a centralized hub where I can easily submit assignments and track my progress.	4.20	0.76
13	I expect the LMS to include quizzes or exercises for practice.	4.17	0.82
12	I expect to interact and collaborate with peers through online forums or chat rooms to discuss translation strategies.	3.80	1.04

The respondents also expressed strong expectations for easy access to materials ($M=4.28$, $SD=0.76$), timely notifications ($M=4.21$, $SD=0.84$), and the function of LMS as a center for submitting assignments and tracking progress ($M=4.20$, $SD=0.76$). These findings also accord with Phan (2018) and Cao (2023), which illustrated that students wished for certain LMS features to manage their academic responsibilities. Additionally, the participants also expressed preference for continuous practice, as the inclusion of quizzes or practice exercises ($M=4.17$, $SD=0.82$) was also highly valued.

In contrast, the expectation for online interaction and collaboration with peers received a lower mean score ($M=3.80$) and higher variability ($SD=1.04$), suggesting more diverse preferences. While peer interaction is often considered a benefit of blended learning (Tran, 2023), this result indicates that not all students prioritize or feel comfortable with online collaboration, aligning well with the findings on the previous section regarding mixed preferences for group work.

Students' Expectations for Challenges and Support

The findings indicate that students had relatively high expectations for support mechanisms in blended translation learning. Addressing technical support and preparatory training, as well as reliable infrastructure, therefore, is essential to ensure smooth participation in blended environments.

In particular, Table 5 shows that students paid most attention to having a dedicated support channel to resolve technical issues ($M=4.25$, $SD=0.81$). They also expected pre-course training on LMS use ($M=3.85$, $SD=0.93$), highlighting the importance of fostering learner readiness. This finding is in agreement with the qualitative results from the open-ended item, as some participants reported their concern about their lack of technological knowledge when shifting to blended environments.

Table 5 Participants' expected challenges and support ($N=87$)

No.	Statement	M	SD
21	I expect a dedicated technical support channel (e.g., a help desk or chatbox) to resolve platform issues quickly.	4.25	0.81
20	I expect the university to provide technical training on how to use the LMS effectively before the course starts.	3.85	0.93
19	I am concerned that unstable internet connectivity may affect my performance of online tasks.	3.70	1.10

Meanwhile, the participants, who were relatively confident with their IT skills, reported moderate concern about unstable Internet connectivity ($M=3.70$), with relatively high variability ($SD=1.10$). This was also reflected in the open-ended item, with only two participants highlighting “unstable Internet connection” as a barrier. This is somewhat different from previous studies such as Cao (2023), who found that being frequently disrupted during online activities and time-sensitive tasks, such as tests, was the most prevalent worry among students.

Apart from these quantitative results, the findings from the open-ended item in the questionnaire also reveal the students' concerned about subjective factors such as their own ability to maintain concentration, “self-discipline”, and motivation as well as to avoid “procrastination”. These barriers were also found in previous studies such Almutairi (2025), Cao (2023) and Yang (2021), where students tend to be unaccustomed to independent, self-directed learning.

Surprisingly, a few respondents were concerned about the potential reduction in the depth and quality of learning in blended environments, particularly due to “fewer in-person sessions” and “limited opportunities for in-depth discussions”. This illustrates that students still value in-person interaction for meaningful discussion and engagement, implying that blended courses should be carefully designed to maintain cognitive interaction rather than merely deliver learning content online. Another unexpected finding was one participant's worry about “unequal access to technology”. Although mentioned by only a few students (less than one tenth), this points to the issues of digital equity and further emphasizes the need to provide technical support to ensure equitable access for all students (Bates, 2019, as cited in Tran, 2023).

CONCLUSION

This study aims at investigating the expectations of English-major translation students at a Vietnamese public university for blended translation learning on LMS platforms. A questionnaire with 21 Likert-scale questions and 1 open-ended item was delivered to 87 participants. Findings from descriptive and thematic analysis reveal that students held consistently high expectations for blended translation learning on LMS across all four examined aspects, from platform features and course management, content and professional translation skills to instructional design, challenges and support. However, several critical insights into the needs of translation learners in the digital age were also identified. While some students were bothered about personal barriers such as lack of concentration, self-discipline, and procrastination during self-directed learning, some others expressed anxiety over potential reductions in discussion depth due to fewer in-person sessions, alongside concerns regarding unequal technological access.

Contrary to traditional views that prioritize pedagogy first, this study found that platform features and course management was the most highly valued, highlighting the importance of a user-friendly, well-organized, and accessible LMS as the foundational “teaching presence” to sustain a blended environment. In terms of “cognitive presence” reflected in content and professional skills, learners strongly emphasized the need for authentic materials, regular practice, and opportunities to develop career-relevant competencies, indicating a clear preference for real-world learning experiences that prepare them for the translation profession. Another notable finding is the relative resistance to group work and online peer interaction, indicating their preference for individual practice rather than social learning. While reliable technical assistance and preparatory training was a priority as they could improve learner readiness for a shift from traditional to blended learning, students were concerned about their own autonomy and internal challenges, such as procrastination, a lack of attention and difficulties in maintaining focus.

All in all, these findings suggest that students expected a holistic blended learning environment that can combine strategic pedagogy, relevant and practice-oriented content, technological infrastructure, and adequate support system to ensure interactive, effective and equitable learning. This means that to be effective, this model should extend beyond simply uploading files on LMS platforms.

Implications

The findings of this study offer several important implications for the design and implementation of blended translation learning on LMS platforms. Regarding course design, instead of treating the LMS as a mere digital repository for lecture slides or assignment submissions, educators should develop a cohesive and well-integrated blended courses that appropriately combine online and face-to-face modalities so that they can complement and reinforce each other. Online learning activities should lay the foundation that directly informs classroom translation teacher-led discussions or peer review sessions. Besides, to bridge the gap between academic instruction and professional practice, more emphasis should be placed on authentic tasks, real-world materials, and professional skill development. The integration of project-based learning should also be considered, as it can allow students to simulate professional translation workflows, thus developing both translation competence and essential soft skills (Chan, 2025). Also, to mitigate student fatigue and maintain focus in digital environments, complex translation concepts should be broken down into micro-learning modules, for example, short instructional videos or low-state, frequent quizzes can be included. These could better support students’ self-regulated learning, encouraging them to monitor their own understanding and remain consistently engaged.

Moreover, institutions should ensure that the selected LMS platform is reliable, user-friendly with a clear structure and accessibility so as not to overwhelm either students or teachers (Almutairi, 2025). This means that platform interface should feature logical module layouts, consistent navigation, and clear instructions for everyone online activity. Since successful blended learning relies heavily on the digital literacy of both teachers and learners, institutions should provide formal training on blended learning principles, model, and best practices prior to the blended courses as well as ensure equal access to blended learning platforms. Institutions should also guarantee responsive technical support channels to provide timely support to any

technical glitches. As Almutairi (2025) emphasized, dedicated institutional backing can help avoid impeding the learning process, thereby fostering deeper student engagement and smoother blended teaching and learning experiences.

Limitations

This study is subjected to several limitations. First, the sample size was relatively limited, as it involved only 87 participants drawn from a population of just 120 English-major translation students at a single university. Therefore, the findings may not be fully generalizable for other higher educational settings. Besides, this study relies heavily on descriptive analysis, which may have limited the depth and sophistication of the findings. Future studies should address these issues by including a larger and more diverse sample and incorporating more advanced statistical analyses, such as inferential statistics using the participants' demographic data, or mixed-methods approaches to provide more in-depth insights into students' expectations. Besides, institutional readiness and resource constraints should also be explored to examine whether recommendations based on students' expectations align with practical feasibility.

Ethical considerations

Informed consent was obtained from all individual participants included in the study. All procedures performed complied with ethical guidelines concerning research with human subjects in higher education contexts.

REFERENCES

1. Almutairi, E. S. (2025). Using blended learning in undergraduate translation classes: Translation undergraduate programme at the University of Jeddah as a case study. *AWEJ for Translation & Literary Studies*, 9(1), 92-102. DOI: <http://dx.doi.org/10.24093/awejtls/vol9no1.6>
2. Cao, T. X. L. (2023). Benefits and challenges of using LMS in blended learning: Views from EFL teachers and students at a Vietnamese public university. *International Journal of TESOL & Education*, 3(3), 78-100. <https://doi.org/10.54855/ijte.23335>
3. Chan, V. (2025). Enhancing translation technology skills through blended learning: A study of student perceptions and satisfaction with bMOOC in higher education. *Frontiers in Education*, 1-10. doi: 10.3389/feduc.2025.1613880
4. Choi, M.-Y. (2019). A study on the interactivity of Smart LMS in a university class. *Journal of Digital Convergence*, 17(3), 395–404. <https://doi.org/10.14400/JDC.2019.17.3.395>
5. Creswell, J. & Guetterman, T. (2019). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (7th ed.). Pearson.
6. Garrison, D. R., Anderson, T., & Archer, W. (2000). Critical inquiry in a text-based environment: Computer conferencing in higher education. *The Internet and Higher Education*, 2(2-3), 87-105. [https://doi.org/10.1016/s1096-7516\(00\)00016-6](https://doi.org/10.1016/s1096-7516(00)00016-6)
7. Han, X., Cui, Y. Wang, W., Wang, S. & Feng, X. (2024). Implementation of blended learning at the course level. In M. Li, X. Han & J. Cheng (Eds), *Handbook of educational reform through blended learning* (pp. 45-123). Springer.
8. Kieu, H. T., Lee, K. W. & Sivapalan, S. (2024). Vietnamese EFL lecturers' blended learning practices and concerns: A call for institutional support and professional development. *Computer Assisted Language Learning Electronic Journal (CALL-EJ)*, 25(2), 24-46.
9. Ji, T. (2021). A needs-analysis-based survey of the curriculum design for undergraduate translation majors: Exemplified by Qinghai Normal University. *Open Journal of Modern Linguistics*, 11(4), 555–565. <https://doi.org/10.4236/ojml.2021.114042>
10. Lei, Z. (2023). Blended teaching of translation: Problems and suggestions. *Curriculum and Teaching Methodology*, 6(4), 5-10. DOI: 10.23977/curtm.2023.060402
11. Liu, J. C., Brantmeier, N., Wilcox, D., Griffin, O., Calcagno-Roach, J., & Brannon, R. (2019). Faculty perceived functionality of learning management system: Development and validation of a scale. In Ma,

-
- W., Chan, W., Cheng, C. (Eds). Shaping the Future of Education, Communication and Technology. Springer.
12. Liu, M., Zhao, G., Zhong, Z., Ma, J. & Wang, W. (2024). Theoretical foundations for blended learning. In M. Li, X. Han & J. Cheng (Eds), Handbook of educational reform through blended learning (pp. 1-44). Springer.
13. Peng, W., Hu, M. & Bi, P. (2023). Investigating blended learning mode in translation competence development. SAGE Open, 13(4), 1-10. DOI: 10.1177/21582440231218628
14. Phan, T. T. T. (2018). Teaching translation modules using Moodle: A quantitative research at University of Foreign Languages, Hue University. Journal of Inquiry into Languages and Cultures, 2(2), 188-199.
15. Retnomurti, A. B., Rasyid, Y. & Dewanti, R. (2024). Issues of blended translation teaching in higher education: A systematic literature review. Deiksis, 16(1), 101-116. DOI: 10.30998/deiksis.v16i1.21760
16. Shan, Y. & Deocampo, M. F. (2025). Translation learning needs and motivations within blended teaching at a Chinese application-oriented university. Journal of English Language and Linguistics, 6(3), 332-351. <https://doi.org/10.62819/jel.2025.1371>
17. Tran, T. T. P. (2023). Blended learning for Vietnamese-English specialised translation: An exploratory case study at a university in Vietnam. Journal of Inquiry into Languages and Cultures, 7(2), 218-232.
18. Yang, C. (2021). A study on blended learning of high-quality translation courses in the post-epidemic era. E3S Web of Conferences, 253, 1-4. <https://doi.org/10.1051/e3sconf/202125301073>