

# Challenges Encountered by Instructors in Enhancing Practical Translation Competences in the Legal Domain

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**ABSTRACT:** Translation is one of the abilities that people who choose to study languages in general would love to be able to master since it is a skill that will be crucial for them in their future employment. Scholars believe that the undergraduate level is one of the first environments that helps students equip themselves with the most fundamental translation procedures and methodologies, so nurturing in them the habits and reflexes that will be necessary for them to become professional translators in the future. After that, it assists students in acquiring a fundamental foundation that enables them to do their jobs in the field of translation in an efficient manner. Regarding the implementation of programs to increase translation practice competence within the setting of the university, however, the situation is not very favorable. In a study that was carried out with eleven lecturers who are teaching translation to students who major in Legal English at Hanoi Law University, it was discovered that when teachers implement activities that are intended to enhance students' practical skills, they not only face difficulties due to their own conditions, but they also encounter barriers from students and teaching conditions, specifically the facilities that support teaching activities, which limit the effectiveness of the teachers' activities. On the basis of the findings of the research, a number of potential solutions have been suggested in order to alleviate the challenges and improve the efficiency of the activities carried out by the instructors.

**KEYWORDS** –Challenges, legal domain, practical competencies, translation

## I. INTRODUCTION

The demand for legal translation is rapidly escalating globally. Legal services, both domestically and globally, are advancing with unprecedented vigor because of the demand of translating wills, personal identification documents, legal writings, government reports, and court opinions. This field poses significant challenges for translators, as becoming a legal translator necessitates proficiency in the language, comprehensive cultural knowledge, precise writing skills, and an understanding of legal systems, along with compliance with the regulations governing legal translation [1]&[2]. The training program must be application-oriented and practical to provide students with the essential skills required for their future professional activities as legal translators. The objectives of the English Language program – Legal English major at Hanoi Law University emphasize training graduates to proficiently utilize legal English in various legal contexts, including legal practice, contract draughting, and translation and interpretation across diverse sectors such as education, research, culture, economy, and society. 5<sup>th</sup>Goal: *The Bachelor of English Language with a Major in Legal English equips students with professional competencies to excel in specialized domains, including English instruction, language assistance in legal contexts, contract draughting, and translation and interpretation across diverse sectors such as education, research, culture, economy, society, and law*[3]. The translation

course, particularly in the realm of legal English, is crucial in developing the professional competencies of Bachelor of Arts in English – Major in Legal English students. The necessity of practical skills in translation and interpretation, especially in English legal translation, is evident. Nonetheless, in the implementation of the legal English translation module for English language students specializing in legal English at Hanoi Law University, enhancing students' practical skills presents significant challenges. This study seeks to explore the challenges instructors have in conducting activities designed to develop students' practical abilities. The author aims to address two following questions;

1. Is it essential to improve the practical translation skills of English language students in legal translation?
2. What challenges impede the execution of initiatives aimed at improving practical skills for students of legal translation?

## II. LITERATURE REVIEW

### 1. Translation

Numerous definitions have existed so far. Translation, as defined is the process of reproducing the source language in the target language with maximal fidelity to meaning and improved naturalness [4]; conversely, Gloria modifies translation as the analysis of the author's intent, emphasizing the significance of communicative elements [5]. Niranjara depicts translation as both an intermediate and a cultural conduit [6]. Catford asserts that "*Translation involves the replacement of one language with another, augmenting the components applied in the text.*" [7]&[8]. Therefore, there are numerous methods to delineate the concept of translation from various perspectives, however all exhibit shared qualities; Firstly, translation is a process that transpires between distinct languages. Secondly, translation seeks to replicate an image that closely resembles the original. Successfully replicating an image can be expanded from a single utterance to a segment or the entirety of the text. Thirdly, the translator must include extralinguistic variables, like living habits, values, and culture, alongside linguistic elements to enhance the text.

### 2. Translation competence

Neubert illustrates that the intricate knowledge and abilities necessary for translation competency render the translation profession markedly distinct from other occupations [9]. The relativity of translation competence is a significant attribute to highlight. Translators and interpreters must possess extensive linguistic proficiency and profound expertise in their domain to accurately transfer both the content and structure of the source text into the target language. Consequently, they remain unable to attain the degree of proficiency in comprehension and skills possessed by both the speaker and the listener of the text. It is evident that translation competence is perpetually an evolving ability, necessitating that translators and interpreters continuously enhance their knowledge through diverse resources and refine the requisite language abilities for specialized discourse. Translators consistently encounter challenges stemming from linguistic and cultural disparities, including comprehending semantic nuances and identifying suitable terms in the target language and culture; thus, they must possess creative capabilities. Tien asserts that to attain these innovations, the translator must also recognize translation scenarios and the dynamic alterations in the associated communication context [10].

Neubert delineates five distinct component competencies: language competence, contextual competence, specialized competence, cultural competence, and translational competence [9].

*Language competence* means that a translator or interpreter necessitates an exceptional level of fluency and sophistication in vocabulary, phonetics, and syntax in both the source and target languages. Moreover, there is recognition of the continual evolution of both languages in communication pertinent to the subject, as evidenced by dictionaries, specialized publications, and the industry's terminology system in both languages.

*Contextual competence* is that the translator's linguistic knowledge and skills are inherently connected to discourse competence, which refers to the capacity to comprehend and reproduce texts within certain contexts to fulfil communication objectives, as well as the ability to process and generate texts in their operational context. In addition to a comprehensive understanding of the language, the translator must possess an awareness of the text's specific qualities, as demonstrated by the terminology and structures employed in accordance with established patterns that convey particular meanings in specialized communication. This skill is cultivated by the translator through practice in a particular domain and is progressively enhanced in both languages and associated disciplines.

*Specialized competence* is when the relative and open nature of translation competence signifies that the translator must possess major knowledge at both encyclopaedic and in-depth levels, while achieving the expertise of a specialist is not requisite. This specialized knowledge need not be as active as that of an expert; rather, it must enable individuals to effectively seek out and adequately prepare themselves to interpret specialized literature when required. As one accumulates experience in a major field, the disparity between the translator's general knowledge and expert knowledge diminishes, facilitating a more precise and adept conveyance of the content and structure of specialized texts, resulting in a more professional writing style.

*Cultural competence* is about that texts, whether technical or specialized, inherently possess cultural attributes that the translator, as an intermediary, discerns through the similarities and variances present in the texts. The terminology system, despite its growing international nature, has significant cultural traits due to the linguistic forms it embodies, as language is inseparable from culture. The structure and genre of texts are significantly shaped by cultural peculiarities; therefore, the translator must adeptly adjust the translation to align with the conventions of both the source and target cultures, reconciling the variances stemming from cultural differences. This skill is referred to as the translator's cultural competency. During translation, the translator often gravitates towards their original culture, as their cognitive and emotional frameworks are influenced by it.

*Translational competence* is the capacity to employ methods and tactics to transform text from the source language into the target language. This is the paramount skill that differentiates a translator from a multilingual individual. Despite possessing extensive and adept knowledge in language, context, culture, and specialized domains, a bilingual individual cannot produce a comprehensive and optimal translation for the recipient without the requisite translation abilities. Translation is fundamentally a service activity for communication, with the translator acting solely as a mediator between the sender and the recipient. Consequently, translational competence enables the translator to comprehend the contents of the source material thoroughly and to express it to the recipient in a manner that encapsulates and transfers the greatest meaning in an appropriate format.

Neubert asserts that the five previously indicated component abilities amalgamate and interact to constitute translation competence, hence distinguishing translation from other communicative activities and domains. The translation competency is a pivotal component that dictates the success or failure of the translation process [9]. The translation competence regulates and modifies the other components into advantageous elements, operating and fulfilling their functions during the translation process.

### **III. PRACTICAL FOUNDATION**

#### **1. Legal translator**

A legal translator is a someone who interprets legal papers between English and Vietnamese. In the sense of hence, to qualify as a legal translator, one must possess proficient writing skills, and an extensive legal vocabulary is essential for appropriate word usage. Moreover, a translator must possess the capability to produce clear and grammatically accurate writings for legal translations. The requisite skills for a legal translator [11]; [12] & [13];

*Comprehending the judicial framework* is considered an essential requirement for excelling as a legal translator is comprehension of the legal context [14]. The translator must comprehend the legal system and its operations for context. The translator can familiarize themselves with the legal knowledge requiring translation.

*Improving specialized terminology* means that certain legal terminology might be perplexing, even for individuals well-versed in the legal domain [15]. A legal translator must possess exceptional foreign language proficiency, be adept in their native language, and comprehend the principles and specialized knowledge pertinent to the field of law. Augmenting knowledge and vocabulary in the legal domain in both the native language and English is an essential endeavor for a translator.

*The capacity to translate precisely in accordance with a defined structure:* Legal translation is distinct from standard translation due to its specialized nature. Creativity will be limited; it must be exact, semantically precise, and stylistically impeccable [16]. The translator must ensure precise translation while preserving its integrity. To attain this level, the translator must own a comprehensive understanding of the subtleties in legal terminology. Thus, the translator is able to render legal material consistently and must comply with established regulations.

*Adherence to regulations* is a must-have skill that a legal translator must comply with established rules. All legal information must remain confidential [17]. The translator must refrain from sharing information indiscriminately, as such actions would infringe upon privacy and compromise the client's information security. Conversely, translations must guarantee equity. The translator must refrain from employing personal thoughts or perspectives to affect the legal translation. As a result, even if the translation perceives the client as erroneous, the translator is prohibited from altering the content. It is imperative to execute the task and meet one's obligations accurately. Align with positions in matters that may influence work quality. Subsequently, it is imperative to rigorously comply with the set norms.

*Comprehending cultural identity* is understood that similar to other forms of translation, legal translation may occasionally be affected by cultural identity [18]. These concepts would be challenging to comprehend with standard translations without prior knowledge. To achieve an appropriate legal translation, the translator must comprehend many intricacies.

*Robust writing and research abilities* is mandatory in legal translations, it is because the translator must produce extensive written content [19]. To accomplish this efficiently, the translator must possess adequate writing and research abilities. Research skills will enable the translator to adapt while employing several legal terminologies. The translator can comprehend the term as it is utilized inside the document.

## **2. Framework of legal translation modules**

*Concerning the volume:* The entire duration of the courses pertaining to the development of translation and interpretation abilities is as follows: Translation Theory: 2 credits – Compulsory; Translation I: 2 credits – Compulsory; Translation II: 2 credits – Compulsory; Interpretation: 2 credits – Compulsory; Advanced Translation: 3 credits – Optional. Of the total 8 credits allocated for theoretical courses and 3 credits for practical courses in Translation and Interpretation for students majoring in English with a major in Legal English, only 2 credits are designated for the Translation 2 course (Legal English Translation).

*The curriculum specifies that Translation 2,* a legal translation course, is worth 2 credits and is conducted in the 5th semester of the program. Instructed in associated disciplines include English Grammar: 2 credits — Compulsory Semester 2; Basic Legal English 1: 3TC – Semester 3; Translation Theory and Translation 1: Semester 4; Optional Translation 2. Legal translation is instructed in the fifth semester alongside the course Basic Legal English 2.

*Concerning the subject matter imparted in the Translation 2 course:* Translation 2 is a compulsory subject in the standard undergraduate curriculum for English Language, specializing in Legal English, comprising three components: the Vietnamese legal system, sources of law, and constitutional law.

#### IV. METHOD

##### 1. Research design

The research aims to examine the challenges faced by lecturers in teaching practical translation of English for legal domain to students majoring in English with a focus on legal English at Hanoi Law University. The questionnaire was distributed to 11 lecturers who have taught and are presently teaching Legal Translation to students majoring in English Language via the Google Form application. All 11 teachers gave their responses after one week. The data acquired regarding survey participants, teacher-related factors, student-related factors, teaching materials, teaching conditions, and activities aimed at improving translation practice skills in the legal domain for English Language students were analysed using frequency statistics.

##### 2. Research participants

The research involved both full-time and visiting instructors who teach English translation courses in the legal domain for students specializing in English Language – Legal English at Hanoi Law University.

##### 3. Research instrument

The research data was gathered via a survey questionnaire divided into two sections: section one has four questions pertaining to the interview participants' information, while section two contains thirty-four questions aimed at assessing the participants' levels of agreement or disagreement. The 34 survey questions concentrate on four primary domains: the rationale for improving translation practice skills among learners (Questions 1 to 9); teacher-related factors (Questions 10 to 15); learner-related factors (Questions 16 to 22); factors concerning teaching materials and conditions (Questions 23 to 27); and the solutions implemented by teachers (Questions 28 to 34).

#### V. RESULTS AND DISCUSSION

##### 1. Details regarding the research participants

The questionnaire data indicates that of the eleven survey participants, five are full-time teachers, representing 45.5%, while six are visiting ones, constituting 54.5%. There are seven teachers who were not especially trained in translation and four teachers who had training in translation. One teacher is engaged in legal activity, while nine lecturers exclusively teach law or legal English. Nine educators received training in the legal profession.

The description of lecturers involved in teaching translation courses, specifically legal translation, reveals that educators encounter numerous challenges in executing educational activities and improving students' practical skills. During the instruction of the legal English translation course, participants not only enhance their own expertise in the subject but also endeavor to grasp knowledge beyond their training and explore concepts to acquire experience pertinent to legal translation activities. Accordingly, the workload of instructors engaged in teaching legal translation courses is exceedingly substantial.

##### 2. The necessity of enhancing practical translation skills for learners

Table 1 The necessity of enhancing practical translation skills for learners

<i>Practical translation skills are crucial because they</i>		<i>Frequency</i>	<i>Percentage( %)</i>
1. enable students to cultivate skills on working with translations	Disagree	4	36.3
	Agree	7	63.6
2. assist students in developing effective reflexes throughout translation exercises	Disagree	4	36.3
	Agree	7	63.6

3. shape students' mindset for working with translations	Disagree	11	100.0
	Agree	0	0.0
4. widen students' technical terms and major knowledge	Disagree	3	27.3
	Agree	8	72.7
5. form students' habit and study methods for the subject	Disagree	4	36.3
	Agree	7	63.6
6. facilitate students to explore the lesson topics comprehensively	Disagree	0	0.0
	Agree	11	100.0
7. create opportunities for students to investigate and utilize various translation techniques	Disagree	3	27.3
	Agree	8	72.7
8. allow students to shape their own translation style	Disagree	4	36.3
	Agree	7	63.6
9. build students' confidence in translation activities	Disagree	4	36.3
	Agree	4	63.6
<b>Valid (N)</b>		<b>11</b>	<b>100.0</b>

The findings indicate that all eleven surveyed teachers (100%) concurred on the necessity of enhancing practical skills in English translation within the legal domain, as practice facilitates the development of translation competencies (Statement1; 7/11 = 63.6%); consistent practice fosters reflexes and habits in translation activities, along with effective learning methodologies for the subject (Statement 2 &statement 5; 7/11 = 63.6%); notably, the mindset required for engaging with translations cannot be changed. Furthermore, proficient practical skills establish a basis for learners to acquire an extensive vocabulary and specialized knowledge, while also enhancing their comprehension of the course subjects in class (Statement 4 &statement 6, 8/11 = 72.7% & 11/11 = 100%). Practical exercises offer learners opportunities to investigate contemporary translation techniques, enabling them to develop their translation style and enhance their confidence for future professional endeavors in the translation industry. Statement 7, 8, and 9 have the following percentages: 8/11 equals 72.7%; 7/11 equals 63.6%; 7/11 equals 63.6%. The execution of activities designed to improve the capacity and opportunity for practicing English translation within the legal domain is crucial to the educational process. Nevertheless, certain challenges emerge.

### 3. Challenges in enhancing practical translation skills for students

#### 3.1. Challenges faced by the educators

Table 2 Challenges faced by the educators

<i>The educators who teach legal English translation</i>		<i>Frequency</i>	<i>Percentage( %)</i>
1. do not major in translation and interpretation	Disagree	5	45.5
	Agree	6	54.5
2. lack experience in translation and interpretation teaching	Disagree	6	54.5
	Agree	5	45.5
3. do not specialize in legal major	Disagree	11	100.0
	Agree	0	0.0
4. lack practical experience in the field of legal translation and interpretation	Disagree	5	45.5
	Agree	6	54.5
5. lack tools to manage students outside of class	Disagree	5	45.5
	Agree	6	54.5
6. have to work overload	Disagree	5	45.5
	Agree	6	54.5
<b>Valid (N)</b>		<b>11</b>	<b>100.0</b>

Table 2 indicates that all instructors involved in teaching English translation courses within the legal domain have received legal training (Statement 12; 100%), therefore facilitating their comprehension of fundamental legal ideas. Nonetheless, several factors stemming from the instructors themselves have impeded their ability to undertake translation practice exercises for the students. In the realm of training, six out of eleven persons (54.5%) lacked specialized expertise in translation or engaged solely in brief translation training courses. Statement 11, '*insufficient experience not teaching translation*' constitutes an obstacle faced by four out of eleven (36.4%) educators. Statement 13, "*Insufficient practical experience in legal English translation activities*" hinders teachers' ability to execute the activities. The "*insufficient tools for monitoring students outside of class*" and "*excessive workload*" (Statement 14 & 15; 8/11=72.7%; 11/11=100%) are factors contributing to the ineffectiveness of the implemented activities. The investigation indicates that contemporary teachers have several challenges with professional competence, experience, and support instruments, which hinder the enhancement of interpretive practice capacity for learners.

### 3.2. Challenges faced by the students

Table 3 Challenges faced by the students

<i>The students who learn legal English translation</i>		<i>Frequency</i>	<i>Percentage( %)</i>
16. have a limit language ability	Disagree	7	63.6
	Agree	4	36.3
17. are poor in major technical terms	Disagree	4	36.3
	Agree	7	63.6
18. are poor in writing competence	Disagree	7	63.6
	Agree	4	36.3
19. lack topic related practical knowledge	Disagree	4	36.3
	Agree	7	63.6
20. are not interested in taught topic	Disagree	10	90.9
	Agree	1	09.0
21. do not havean effective learning methods	Disagree	4	36.3
	Agree	7	63.6
22. are not proactive and self-disciplined in study	Disagree	8	72.7
	Agree	3	27.3
<b>Valid (N)</b>		<b>11</b>	<b>100.0</b>

Table 3 illustrates the teachers' assessments of the challenges encountered by students in executing activities aimed at improving practical skills. Seven out of eleven (63.6%) educators assert that English language pupils possess the linguistic proficiency and writing capabilities to engage in translation modules concerning legal subjects. Notably, ten out of eleven (90.9%) educators indicated that students majoring in legal English exhibit a strong interest in the classes (Statement 20). Statement 22 indicates that students exhibit considerable proactivity and self-discipline in lesson preparation and fulfilling the teacher's expectations (8/11 = 72.7%). Nonetheless, the majority of pupils have not yet identified efficient study techniques (Statement21; 7/11 = 63.6%), possess a restricted specialized vocabulary (Statement17; 7/11 = 63.6%), and lack knowledge pertinent to the class topic (Statement19; 7/11 = 63.6%). Table 3 indicates that for practical exercises to be effective, learners must possess supplementary information and technical terminology, together with guidance in a study methodology for the translation course.

### 3.3. Challenges associated with educational resources and teaching conditions

Table 4 Challenges associated with educational resources and teaching conditions

	<i>Frequency</i>	<i>Percentage( %)</i>
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16. Topics are not various	Disagree	7	63.6
	Agree	4	36.3
17. There is a lack of authentic materials	Disagree	4	36.3
	Agree	7	63.6
18. There is a big number of students in class	Disagree	7	63.6
	Agree	4	36.3
19. The length of a module is short	Disagree	3	27.3
	Agree	8	72.7
20. The timetable of a module is tight	Disagree	2	18.2
	Agree	9	81.8
<b>Valid (N)</b>		<b>11</b>	<b>100.0</b>

Educational resources and environments are essential for facilitating activities that develop learners' practical skills. The educational resources are essential. A comprehensive and reliable source of learning materials will create significant educational opportunities for students. They can exhibit greater proactivity and confidence in their academic pursuits. At Hanoi Law University, 63.6% of the informants (7 out of 11) assert that the existing class size does not hinder the organization of practical activities. The brief duration of the course (Statement 26; 8/3=72.7%) and the restricted time for class scheduling (Statement 27; 9/11=81.8%) present considerable challenges for the instructors. In conclusion, the scarcity of precise translated materials (Statement 24; 7/11=63.6%), the course's brevity, and the condensed teaching schedule impede instructors from executing activities that improve students' practical abilities.

#### 4. Implemented solutions to enhance practical skills for students

Table 5 Implemented solutions to enhance practical skills for learners

		<i>Frequency</i>	<i>Percentage( %)</i>
28. Require students to prepare the translation before class	Disagree	0	0.0
	Agree	11	100.0
29. Supply more translation materials relating to lesson topics	Disagree	4	36.3
	Agree	7	63.6
30. Train students to employ CAT tools	Disagree	11	100.0
	Agree	0	0.0
31. Assign translation project as a group work	Disagree	11	100.0
	Agree	0	0.0
32. Require students to analyze the translation text in group	Disagree	11	100.0
	Agree	0	0.0
33. Require students to prepare the lexical relating to the translation in advance at home	Disagree	4	36.3
	Agree	7	63.6
34. Require students to check the translation product in pair	Disagree	11	100.0
	Agree	0	0.0
<b>Valid (N)</b>		<b>11</b>	<b>100.0</b>

Acknowledging the significance of practical activities in translation courses, especially in English legal translation, under the prevailing educational conditions at Hanoi Law University, proficient and skilled instructors have instituted various initiatives to augment opportunities and practical competencies for law-focused English language students. All eleven teachers (100%) mandate that students complete translation tasks at home (Statement 28). Seven out of eleven professors (63.6%) supplied supplementary materials pertinent to the translation topic during class (Statement 29). Seven out of eleven (63.6%) need that students prepare terminology pertinent to the preceding lesson topic (Statement 33). Furthermore, certain activities have yet to be



executed by educators to improve practical engagement for students, such as instructing learners in the use of translation software - CAT tools (Statement 30). Assign translation projects for group work among students (Statement 31; 11/11 = 100%); Mandate group analysis of translations (Statement 32; 11/11 = 100%). Students must verify the translation in pairs (Statement 34; 11/11=100%). In summary, teachers are employing conventional practical strategies, utilizing time outside of class, and augmenting the productivity achievable inside each class hour, as indicated in Table 5.

## VI. CONCLUSION AND RECOMMENDATION

The research findings indicate that improving translation practice skills for learners is essential, as legal translation courses significantly influence the output standards of English language students majoring in legal English at Hanoi Law University. Only through practice can learners develop the essential skills required for their future professional endeavors. Enhancing practical skills for students in legal translation courses at Hanoi Law University is now encountering specific hurdles, including issues from both instructors and students, as well as inadequate facilities enabling legal translation instruction. The author aims to suggest methods to enhance practical abilities in legal translation, ensuring compliance with output requirements while alleviating challenges encountered by both educators and learners.

### 1. For educators

*Augmenting professional proficiency:* Actively engage in courses focused on interpreting and translation methodologies, with a specific emphasis on legal translation, to enhance competencies in teaching both translation broadly and legal translation specifically.

*Assigning group project:* At the course's inception, the instructor may assign a group project wherein 3-4 students select a text of approximately 1000-1500 words pertinent to the lesson topic in both English and Vietnamese. They are to compose a diary detailing the translation process, including search methodologies, sources, translation analysis techniques, tools/software utilized to facilitate the translation, and the editing process. The final product is to be submitted at the course's conclusion.

*Instructing for applying translation assistance software:* The employment of technology in human endeavors to conserve time and improve the efficiency and quality of each task is a valid necessity for individuals. Consequently, students must be prepared with strategies to proactively engage with technology while utilizing it to enhance their learning activities, rather than relying on it. The utilization of CAT Tool translation software has emerged as an unavoidable trend in the realm of translation globally. When provided with guidance on its use, learners will exhibit increased proactivity in their studies.

Teachers should instruct students to collaboratively exchange their work with a partner to enhance their translations effectively. Nonetheless, it is essential to implement a method for assessing the efficacy of this activity by instructing students to document errors, ambiguous or unclear segments, as well as accurately translated lines and passages. A system of rewards and penalties exists for pupils based on their diligence and lack thereof.

*Supervising designated assignments:* Conventional approaches, such as mandating home preparation, assigning supplementary reading materials, and curating topic-related vocabulary, are efficacious activities that can augment the effectiveness of each class and provide possibilities for learners to engage in practice. Nevertheless, in the absence of an efficient control mechanism by the teacher, this activity may become overly formal, as students often struggle to maintain self-discipline with assigned chores when the material is excessively challenging or they have not yet discovered an effective learning strategy. Consequently, a reward point system may serve as an incentive for students to fulfil their allocated homework obligations.

### 2. For students

*Building a study plan:* Students must actively construct a study plan for the course with the assistance of the instructor or the relevant department to maintain pace with course progression and comprehend the study material.

*Augmenting technical lexicon:* Students must develop their own specialized vocabulary list when learning legal English and legal translation. It should be periodically updated to ensure optimal vocabulary for the study of legal English translation.

*Adhering to the stipulations established by the instructor:* Students must diligently and comprehensively meet the requirements established by the instructor. This practice cultivates a disciplined and methodical approach to scientific inquiry among learners. This not only assists learners in fulfilling the professors' expectations but also cultivates beneficial and efficient practice habits.

### 3. For administrators

The faculty must investigate and evaluate the course's role within the training program to modify the course duration in accordance with the program's output standards. The existing instructional duration is insufficient for both students and educators to develop the practical competencies of the subject. In other words, the faculty can adjust the study schedule to better correspond with the subject's characteristics, enabling the instructor to arrange activities designed to improve the students' practical skills.

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