

EXPLORING STRATEGIES USED BY ENGLISH MAJOR STUDENTS TO OVERCOME CHALLENGES TO IMPROVE LEGAL ENGLISH VOCABULARY COMPETENCE

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ARTICLE INFO	ABSTRACT
Received: 18/01/2024	When learning legal English, one of the most challenges to demand learners' considerable efforts to overcome is its lexical competence. As being classified as English for specific purposes, legal English has many distinctive characteristics compared to general English. This study includes 151 representative legal English major students studying courses 45 and 46 at Hanoi Law University, using a quantitative approach to explore some typical strategies to enrich their legal English vocabulary. The results show that the use of archaic words, foreign/borrowed words, the use of reciprocal words, and the lack of equivalence in Vietnamese legal terminology are major obstacles that learners experience. Moreover, the respondents' viewpoints reveal that the highest frequency turns to social strategies whereas memory strategies were used the least. The findings would help school administrators promulgate legal English innovation policies, teachers reconsider using relevant pedagogical practices for teaching legal English subjects, and those interested in improving their legal English proficiency would confer this paper to better develop their legal English vocabulary.
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KEYWORDS	
Challenges	
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KHÁM PHÁ NHỮNG CHIẾN LƯỢC SINH VIÊN CHUYÊN NGÀNH TIẾNG ANH SỬ DỤNG ĐỂ VƯỢT QUA KHÓ KHĂN TRONG VIỆC NÂNG CAO KHẢ NĂNG TỪ VỰNG TIẾNG ANH PHÁP LÝ

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THÔNG TIN BÀI BÁO	TÓM TẮT
Ngày nhận bài: 18/01/2024	Học tiếng Anh pháp lý đòi hỏi người học phải rất nỗ lực vượt qua một trong những trở ngại chính đó là từ vựng chuyên ngành tiếng Anh pháp lý. Được phân loại là tiếng Anh chuyên ngành, tiếng Anh pháp lý có những đặc điểm riêng biệt so với tiếng Anh thông thường. Nghiên cứu này liên quan đến 151 đại diện sinh viên chuyên ngành tiếng Anh pháp lý đang theo học khóa 45 và 46 tại Trường Đại học Luật Hà Nội. Nghiên cứu sử dụng phương pháp định lượng để tìm ra chiến lược điển hình của người học nhằm nâng cao vốn từ vựng tiếng Anh pháp lý. Kết quả cho thấy việc sử dụng từ cổ, từ nước ngoài/ từ vay mượn, sử dụng từ tương đương, thuật ngữ pháp luật tiếng Việt thiếu sự tương đương là những trở ngại đáng kể mà người học gặp phải. Hơn nữa, quan điểm của sinh viên cho thấy rằng tần suất sử dụng các chiến lược xã giao cao nhất trong khi các chiến lược trí nhớ được sử dụng ít nhất. Những phát hiện này sẽ giúp các nhà quản trị trường học ban hành các chính sách đổi mới về đào tạo tiếng Anh pháp lý, giảng viên cần nhắc điều chỉnh các phương pháp sư phạm phù hợp để dạy môn tiếng Anh pháp lý và những người quan tâm đến việc nâng cao trình độ tiếng Anh pháp lý sẽ tham khảo bài viết này để nâng cao vốn từ vựng tiếng Anh pháp lý.
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1. Introduction

Legal English, which is so-called legalese and is one kind of English for specific purposes (ESP), is mostly used by lawyers, judges or written in legal documents, but it is presumably difficult for lay people to understand [1]. In the era of globalization, legal English characterizes an important prerequisite for Vietnam to participate in global economic integration. There have been many studies [2]-[4] in the field of English language teaching and learning (ELT) related to in-depth understanding of legal English. Shkurat and Gartsunova [5] investigate the legal English difficulties and ways to overcome the obstacles. They conclude that the poor lexical ability can cause many difficulties in comprehending legal documents. Similarly, Vu and Tran [3] highlight the demotivating factors affecting learners in terms of grasping the principal challenges of legal English of which legal vocabulary greatly influences the learners. Although vocabulary encompasses active and passive vocabulary, active vocabulary is used frequently in speaking [6]. In writing legal English, learners must use precise vocabulary to express ideas or opinions and follow appropriate grammatical structure. Thus, vocabulary competence impacts learners' writing ability and quality [7]-[9]. Breeze [10] researches vocabulary teaching in legal documents, particularly a corpus-driven approach and confirms that vocabulary used in legal documents is grammatically complex and contains many archaic words. Vocabulary could be more technical, causing difficulties for the laymen. As reported by Alqahtani [11], vocabulary knowledge significantly affects students' listening ability and is said to have twice the effect of syntactic knowledge on second language listening ability [12]. Regarding speaking ability, Dalimunthe and Haryadi [13] affirm that students' ability to master vocabulary directly affects speaking skills. Regarding reading skills, many studies [2], [4], [14] indicate that word knowledge helps students develop good reading comprehension abilities. Vocabulary can be more technical, making it difficult for non-experts. In Vietnam, research on the forms of learning legal language is still quite new. Nhac [16] points out the common difficulties of legal English major students in reading and understanding legal English at Hanoi Law University (HLU). In addition, she also conducted another study on challenges in learning legal English from legal English major students' perspectives at HLU [17]. Most difficulties are possibly due to insufficient vocabulary in specialized English with many different features, such as the difference in meaning of vocabulary between peculiar English and general English [18]-[20]. Nevertheless, it is hard to find research addressing the difficulties in learning legal English vocabulary. Recognizing the difficulty when learning ESP, especially the importance of mastering legal English vocabulary, the researcher decided to conduct this study with K45 and K46 legal English major students at Faculty of Legal Foreign Languages at the HLU. In order to get insight understanding of this theme, the following questions are used as the research orientation:

1. What are the challenges in learning legal English vocabulary that legal English major students at Hanoi Law University face?

2. How are the strategies for legal English students used to improve their legal English vocabulary?

The study aims to help students understand challenges when learning legal English, and propose vocabulary learning strategies for students to accumulate appropriate knowledge and a rational orientation for learning legal English. Furthermore, this study would contribute to improve the field of English vocabulary teaching and learning, especially the enhancement of students' legal English vocabulary.

2. Materials and methods

2.1. Research design

This study employed a cross-sectional examination of 151 representative legal English students out of 242 legal English major students enrolled K45 and K46 courses at Hanoi Law University (HLU) via a quantitative approach. Specially, the study utilized a researcher-made questionnaire to elicit information about the respondents' attitudes toward challenges they might

face while learning legal English vocabulary. The research instrument was conducted previously with a pilot study and retained the statements within the reliable scales (0.84–0.90) [20]. Then, the collected data from the questionnaire were addressed using the IBM SPSS v.25 application for the purpose of arriving at a comprehensive conclusion.

2.2. Research instrument and data collection

The research instruments were constructed with two major aspects: challenges in learning legal English vocabulary and students' strategies to acquire legal lexical English. The first part included 13 five-point Likert scale statements asking for the respondents' self-assessment of strong disagreement (1), disagreement (2), neutrality (3), agreement (4), strong agreement (5). The second part consisted of five groups of strategies with 40 statements, namely memorized, determined, social, cognitive, and metacognitive strategies. The participants were expected to remark (1) almost never used strategy, (2) rarely used strategy, (3) sometimes used strategy, (4) frequently used strategy, and (5) always used strategy. The researchers conducted a dry run with a group of 30 students to test the reliability at first, then the statements within the reliable range (0.84-0.90) [20] were retained so that the final version was revised for the liability validation. Having prepared the research instrument properly, the researchers sent an email including an active Google form to the participant's email addresses after. The questionnaire also contained the researcher's instructions, defined the study's goals and significance, guaranteed participants' anonymity, and provided a withdrawal option. The responders were requested to return the questionnaire within three weeks of receiving the researcher's email. A phone number was also offered concurrently in case a respondent had any questions.

2.3. Data analysis

Descriptive statistics were used to gather, tabulate, analyze, and interpret the data. Frequency count and percentage were employed particularly to address the respondents' profile. The means and standard deviations should be interpreted accordingly as follows: strongly disagree/almost never used strategy (1.0 - 1.80), disagree/seldom used strategy (1.81 - 2.60), neutral/sometimes used strategy (2.61 - 3.40), agree/frequently used strategy (3.41 - 4.20), and strongly agree/always used strategy (4.21 - 5.0). Independent Sample T-Test was implemented to hypothesize the difference between the gender in terms of employing strategies in learning legal English vocabulary.

3. Results and Discussion

3.1. The result of difficulties related to the lexical features

Table 1 indicates legal English major students' difficulties when learning legal English vocabulary. Respondents strongly agree that learning archaic words in legal texts causes challenges for memorizing and using that vocabulary ($M = 4.56$; $SD = 0.584\%$). Actually, archaic words, which is possibly so-called such as old-fashioned vocabulary or outdated linguistic expressions or antiquated language terms, are those that are commonly used in an earlier time but not commonly used in present-day usage, except in specific contexts such as religious rituals or historical novels. However, in legal documents, the archaic words are used frequently, which creates much challenging for all people. This result is shared by other studies [15], [17], [19] which claim that linguistic characteristics of the legal English language pose difficulties in learning legal English. The participants genuinely rate that non-equivalent terms in the Vietnamese legal system significantly impact understanding and learning vocabulary with the descriptive value as $M = 4.49$; $SD = 0.501\%$. Non-equivalence in languages refers to the lack of a direct or exact equivalent between words, phrases, or concepts in different languages due to the fact that languages have different structures, cultural contexts, and ways of organizing the world. The learners see it difficult to find appropriate ways to convey meaning across languages. Not surprisingly, when learning legal English vocabulary, the use of words borrowed from foreign

languages, especially French and Latin, possibly leads to a high level of influence ($M = 4.47$; $SD = 0.514\%$). Legal texts commonly contain many French and Latin words due to historical reasons, such as the Norman Conquest, and the linguistic precision, formality, and tradition associated with these languages. This poses many challenges for novice language learners who have to spend much time looking up the meaning of those words. These words are sometimes derived from locality, which is only understood by language experts. This finding is consistent with other studies [3], [10], [13] as well. The following two ranks with relatively high agreement among the students that cause difficulty when learning vocabulary are the use of synonyms in legal terminology ($M = 4.39$; $SD = 0.622\%$) and using reciprocal words ($M = 4.31$; $SD = 0.518\%$), these two items altogether result in much confusion in using legal English vocabulary in the proper context. The students agree that doublets or triplets expressing a legal concept cause difficulty comprehending vocabulary ($M = 3.70$; $SD = 0.617\%$). Two items with the same ranking are the use of technical terms in legal documents ($M = 3.25$; $SD = 0.778\%$) and the use of polysemy words with different meanings between general English and legal English also somewhat affects the ability of specialized English students to learn vocabulary ($M = 3.25$; $SD = 0.912\%$). Besides, items such as using unfamiliar pro-forms ($M = 3.24$; $SD = 0.808\%$), use of phrasal verbs in a quasi-technical sense ($M = 3.21$; $SD = 0.823\%$), and degree of formality in word choice ($M = 3.10$; $SD = 0.758\%$) are anyway not considered as a major problem for the students when learning legal English vocabulary. Lastly, two items with a reasonably low mean value that students think as not to present many problems when learning vocabulary are the use of legal neologism with a mean value of 2.98; the standard deviation of 0.927%, and the use of circumlocutions with a mean value of 2.73; $SD = 0.846\%$. As a whole, most students participating in the survey claim that factors related to legal terminology raise great challenges in acquiring legal English vocabulary. In learning English vocabulary in general and legal English in particular, the biggest challenges that the learners encounter are choosing the appropriate meaning of words based on context, the finding is in line with the research results done by [11], [14], [16].

Table 1. Learners' difficulties in learning legal English vocabulary

Statement	n	Mean	Std. Deviation	Description
Degree of formality in word choice	151	3.10	0.758	Neutral
Use of doublets and triplets conveying single legal concepts	151	3.70	0.617	Agree
Use of technical terminology	151	3.25	0.778	Neutral
Use of synonymy in legal terminology	151	4.39	0.622	Strongly agree
Use of polysemy in legal terminology	151	3.25	0.912	Neutral
Use of legal neologism	151	2.98	0.927	Neutral
Use of archaic expressions	151	4.56	0.584	Strongly agree
Use of foreign words/Maxim borrowing from Latin or French origin	151	4.47	0.514	Strongly agree
Use of phrasal verb in a quasi-technical sense	151	3.21	0.823	Neutral
Problems of non-equivalent meaning in Vietnamese legal terms	151	4.49	0.501	Strongly agree
Use of unfamiliar pro-forms	151	3.24	0.808	Neutral
Use of reciprocal words	151	4.31	0.518	Strongly agree
Use of circumlocutions	151	2.73	0.846	Neutral
Valid N (listwise)	151			

3.2. The analysis of the students' vocabulary learning strategies for learning legal English

3.2.1. The analysis of social strategies

Regarding social strategies, the students suppose that asking teachers to translate new words into Vietnamese was a frequently used strategy ($M = 3.94$; $SD = 0.768\%$). As this is the core nature of social strategies in which the learners seek for help from other individuals within their learner's society. In other words, the role of mother tongue (L1) is utilized to enhance learners' understanding of its meaning. This finding is greatly in line with some recent studies [1], [7],

[19]. Besides, the respondents sometimes communicate with instructors in English to use new lexical terms to improve vocabulary knowledge ($M = 3.26$; $SD = 0.737\%$). This data indicate that the students have to develop their skills of guessing words in context. This confirmation is also found in other studies such as [10], [13], [19]. The students subjectively assert that the strategy of communicating with their teachers in English to ask for synonyms of a new word or explain the word is the highest mean value ($M = 4.17$; $SD = 0.838\%$), and it is the strategy used frequently by the learners, followed by using the Internet to look for information in English about that new vocabulary item ($M = 4.16$; $SD = 0.677\%$). The students believe that discussing in English with classmates to know and expand their understanding of the meaning of a new vocabulary word is sometimes utilized ($M = 2.96$; $SD = 0.738\%$). The least used strategy under the social strategies was communicating with foreigners employing different types of media to develop new vocabulary ($M = 1.71$; $SD = 0.558\%$). The remaining two strategies are exploiting English games such as scrabble and crosswords to find the meaning of new words through group activities ($M = 4.02$; $SD = 0.875\%$) and learning and practicing the meaning of new words in groups to expand vocabulary knowledge ($M = 3.41$; $SD = 0.557\%$) are strategies which are regularly used. As such, the teacher plays a central role in providing information about vocabulary, the learners can spend less time learning the meaning of new words, and the students just follow the instructors' direction, which is partially in line with Vu [17]. Thus, this strategy indicates that teachers and classmates participate in explaining and using new legal lexical words on the purpose of comprehending the words' meanings.

3.2.2. *The analysis of determination strategies*

As shown in Table 2, the most used strategy is the use of an English-Vietnamese dictionary ($M = 3.88$; $SD = 0.796\%$), then using English-English dictionaries ($M = 3.58$; $SD = 0.724\%$), Vietnamese-English dictionaries ($M = 3.52$; $SD = 0.575\%$). Guessing the meaning of words through word structure such as parts of speech has the second highest points in the determination strategies with a mean value of 3.75; $SD = 0.693\%$. Besides, analyzing the structure of words (prefixes, roots, and suffixes) to find the meaning of words is also occasionally used. Meanwhile, guessing the meaning of words based on context ($M = 2.40$; $SD = 0.674\%$), the grammatical structure of the sentence ($M = 1.89$; $SD = 0.713\%$), and aural features such as stress, intonation, and pronunciation ($M = 1.84$; $SD = 0.814\%$) were used less frequently than other strategies. These figures denote that legal English major students at HLU commonly use bilingual dictionaries to discover the meaning of vocabulary. This finding is in proportion to one another study [2], its researcher affirms that using bilingual dictionaries is suitable for high-level learners, especially legal English major students. Thus, under the determination strategies, the students do not prefer analyzing the characteristics of words to search for the meaning of words through the dictionary. It seems that the learners' autonomy through some activities such as guessing the meaning of words through context, aural features, and grammatical structures has not been promoted [5].

3.2.3. *The analysis of metacognitive strategies*

Table 2 states that the students' preference for watching English-speaking movies with subtitles while learning vocabulary scored the highest value ($M = 4.72$; $SD = 0.460\%$). Similarly, testing vocabulary with word lists effectively expands learners' vocabulary also gained second utmost use ($M = 4.55$; $SD = 0.499\%$). Additionally, to enrich vocabulary, the learners research and do additional exercises from various sources such as articles and texts ($M = 4.43$; $SD = 0.526\%$). Using some articles from other sources, such as magazines, newspapers, or brochures is also preferred by the students ($M = 4.38$; $SD = 0.609\%$). Surprisingly, the findings show that the legal English major students almost never use two strategies, particularly picking up new words by listening to English radio programs and studying vocabulary from advertisements, written signs, and written notices ($M = 1.53$; $M = 1.41$, respectively). In reality, metacognitive strategies involve

planning, self-assessment, and testing vocabulary learning. It means during their learning process, the students need to identify aspects of vocabulary, pay attention to them, and apply vocabulary knowledge to specific learning purposes. This is in accordance with other research findings [3], [6], [9]. The metacognitive strategies signify the tendency that the students tend to expand their vocabulary by combining many different skills, such as listening, reading, writing, and practicing. It is obvious that these strategies are convenient and effective, and students may consider applying them in the learning process. As stated in the other studies [9] - [12], these authors conclude their findings similar to the analysis of metacognitive strategies of this research finding.

3.2.4. *The analysis of cognitive strategies*

As seen from Table 2, using a new lexical item by writing it many times in sentences is a rarely used strategy ($M = 1.81$; $SD = 0.791\%$). The students think that learning vocabulary through repeating orally a single word with its meanings ($M = 1.79$; $SD = 0.557\%$) is a strategy that is almost never used. In contrast, the strategy of reviewing previous English lessons and taking notes in class to learn new vocabulary items is always used ($M = 4.37$; $SD = 0.562\%$). The learners also comment that the hardly used strategy ($M = 1.55$; $SD = 0.550\%$) is that the learners practice orally new words with their lexical sets with their classmates. Similarly, the most used strategy is keeping a notebook for a vocabulary list with meanings and examples to learn the new vocabulary items, which is a valuable strategy for learners ($M = 4.43$; $SD = 0.637\%$). Associating new vocabulary items with physical objects to learn the lexical items possibly helps students remember and use that vocabulary ($M = 3.29$; $SD = 0.500\%$). Moreover, using mass media to learn vocabulary and using flashcards to write down the meaning of new vocabulary items received remarkable mean values ($M = 4.30$; $M = 4.32$, respectively). In general, the reason why the students choose these strategies is because these methods are familiar and effortless to apply to memorizing vocabulary without needing any complicated processing. This result is fairly resembling to the other research [2], [9], [11] in which learners think that these strategies are feasible and effective in acquiring vocabulary. Surprisingly, legal English major students at HLU do not prioritize using the repetition method to learn vocabulary but prefer to use notebooks, mass media, and flashcards as tools to learn vocabulary. For other studies [7], [18], [19], the researchers are in line with the finding of the analysis of cognitive strategies.

3.2.5. *The analysis of memory strategies*

Concerning memory strategies, the participants depict that they always use the strategy of categorizing new words in relation to their synonyms and antonyms to remember vocabulary ($M = 4.42$; $SD = 0.615\%$); otherwise, they rarely use the strategy of grouping new words into groups related to pronunciation and spelling ($M = 1.54$; $SD = 0.574\%$). They connote that using the strategy of grouping words together to learn new vocabulary is fairly frequent ($M = 3.80$; $SD = 0.848\%$); they report that connecting pictures and images with meanings of new words in vocabulary learning is hardly in the learning process ($M = 1.92$; $SD = 0.825\%$). Besides, the parts of speech of new vocabulary items are frequently used by learners ($M = 3.43$; $SD = 0.648\%$), learners respond that they sometimes examine the affixes of new words in the process of vocabulary comprehension ($M = 2.70$; $SD = 0.473\%$). What is more, they denote that repeatedly using new words in sentences might be an effective way to learn vocabulary ($M = 3.45$; $SD = 0.525\%$); they firmly admit that using semantic maps to learn new words is almost never employed during the learning process ($M = 1.79$; $SD = 0.614\%$). As a result, it is beneficial to frequently use repetition of new words in sentences, classify words by synonyms and antonyms, and observe parts of speech of the new words to reinforce vocabulary. Thus, the learners can only perform the basic task of learning vocabulary by repeating words and relying on parts of speech, which proves that memorizing parts of speech is easy for them because this method is quite common, and they can apply it easily to the vocabulary learning procedure. This finding is relative to the research of Veretina [15].

Table 2. *Students' strategies to overcome lexical legal English*

Items	N	Mean	Std. Deviation
Use an English-Vietnamese dictionary to discover the meaning of new words.	151	3.88	0.796
Use a Vietnamese-English dictionary to discover the meaning of new words.	151	3.52	0.575
Use an English-English dictionary to find the meaning of new words.	151	3.58	0.724
Guess the meaning from context to discover the meaning of new words.	151	2.40	0.674
Guess the meaning from word classes, such as nouns, verbs, adjectives, and adverbs, to discover the meaning of new words.	151	3.75	0.693
Guess the meaning by analyzing the structure of words (prefixes, roots, and suffixes) to discover the meaning of new words.	151	3.25	0.801
Guess the meaning from the grammatical structure of a sentence to discover the meaning of new words.	151	1.89	0.713
Guess the meaning from aural features, such as stress, intonation, and pronunciation, to discover the meaning of new words.	151	1.84	0.814
Ask instructors of English for Vietnamese translations of new lexical items.	151	3.94	0.768
Communicate with instructors of English in English to use a new lexical item in a sentence to increase the knowledge of vocabulary.	151	3.26	0.737
Communicate with instructors of English in English to ask for a synonym of a new word or to explain it.	151	4.17	0.838
Look for extra English information through the Internet to learn new vocabulary items.	151	4.16	0.677
Discuss in English with classmates to know and expand the meaning of a new vocabulary item.	151	2.96	0.738
Communicate with foreigners in English through different types of media to develop new vocabulary.	151	1.71	0.558
Play English games, such as scrabble, and crossword puzzles to find the meaning of a new vocabulary item through group work activity.	151	4.02	0.875
Study and practice the meaning of new vocabulary items in-group to expand lexical knowledge.	151	3.41	0.557
Categorize new words according to their synonyms and antonyms.	151	4.42	0.615
Group new words in relation to similar pronunciation and spelling.	151	1.54	0.574
Group new words together to learn new vocabulary.	151	3.80	0.848
Connect pictures to the meanings of new words.	151	1.92	0.825
Observe the parts of speech of the new vocabulary items.	151	3.43	0.648
Examine the new words' affixes (prefixes and suffixes).	151	2.70	0.473
Use new vocabulary items in sentences repeatedly.	151	3.45	0.525
Use semantic maps to learn new words.	151	1.79	0.614
Use a new lexical item by writing it repeatedly in sentences.	151	1.81	0.791
Repeat orally a single word with its meanings to learn it.	151	1.79	0.557
Revise previous English lessons and take notes in class to learn the new vocabulary items.	151	4.37	0.562
Practice orally new words with their lexical sets.	151	1.55	0.550
Keep a notebook for a vocabulary list with meanings and examples to learn the new vocabulary items.	151	4.43	0.637
Associate new vocabulary items with physical objects to learn the lexical items.	151	3.29	0.500
Listen to mass media to learn new vocabulary items.	151	4.30	0.516
Write new lexical items with meanings on flashcards to learn them.	151	4.32	0.548
Expand the knowledge of lexical items by listening to English songs.	151	2.38	0.514
Learn new words by watching English-speaking movies with subtitles.	151	4.72	0.460
Study new vocabulary items from advertisements, written signs, or written notices.	151	1.41	0.493
Learn new lexical items by reading articles from several sources as magazines, newspapers, or brochures.	151	4.38	0.609
Expand the knowledge of vocabulary items by testing your vocabulary knowledge with word lists.	151	4.55	0.499
Learn new words by listening to English radio programs.	151	1.53	0.526
Expand the knowledge of lexical items by doing extra curriculum exercises from different sources, such as articles, texts, or the Internet.	151	4.43	0.605
Learn new words by relating newly learned words with previously learned ones.	151	2.09	0.724

Table 3 shows the students' differences in using five types of strategies. The results denote that there is no difference between male and female students, basing on the Sig. values. The Sig. (2-tailed) in t-test for Equality of Means is taken into consideration as Sig. in Levene's Test for Equality of Variances is over 0.05. Thus, it is concluded that there is no difference among the students in terms of learning legal English vocabulary.

Table 3. *Students' differences in using strategies to overcome lexical legal English*

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
Determination strategies	Equal variances assumed	1.310	0.254	1.673	149	0.096
	Equal variances not assumed			1.665	143.553	0.098
Social strategies	Equal variances assumed	3.960	0.164	0.052	149	0.958
	Equal variances not assumed			0.052	130.916	0.959
Metacognitive strategies	Equal variances assumed	0.774	0.380	0.071	149	0.944
	Equal variances not assumed			0.071	148.643	0.944
Memory strategies	Equal variances assumed	0.001	0.979	0.415	149	0.679
	Equal variances not assumed			0.415	147.283	0.679
Cognitive strategies	Equal variances assumed	0.532	0.467	0.096	149	0.923
	Equal variances not assumed			0.096	143.203	0.924

4. Conclusion

The research shows various difficulties that the students encounter when acquiring legal English. These difficulties originate from differences in the lexical characteristics of legal English. Most students struggle to use archaic and foreign/borrowed words; they have difficulty determining which legal terms are mentioned and referred to that vocabulary. In like manner, the students are confused in choosing the appropriate meaning of vocabulary when many synonyms are used to refer to the same legal concept. Besides, the learners also agree that using reciprocal words causes severe misunderstandings in vocabulary learning. Finally, the learners admit that the problems of non-equivalent legal terms in their L1 are one of the biggest challenges in the process of learning legal English vocabulary. The findings show that each student has his/her own method to overcome difficulties when learning vocabulary. Firstly, the students prefer the social strategies, especially interacting with teachers to exploit aspects of vocabulary. In general, this strategy is effortless to apply in the process of vocabulary acquisition, and the students learn new vocabulary by asking for help from their teachers. The learners claim that their teachers are thought as a valuable source of vocabulary information, the students are also expected to participate in English games to develop and practice vocabulary by the meaning of words, and use the Internet as an effective way of learning legal English vocabulary. The second-rank strategies are cognitive strategies. As mentioned earlier, cognitive strategies complement memory strategies, and the results show that the students do not prioritize repetition under the cognitive strategies. They favor some approaches such as notebooks, flashcards, mass media, and reviewing previous lessons as valuable ways to learn vocabulary. Thirdly, concerning metacognitive strategies, the students think these strategies can improve their self-study ability through out-of-class activities such as watching English-speaking movies, reading articles, and utilizing word lists, which are practical tools for learning new vocabulary items; in terms of practicing, the students often do exercises to increase vocabulary knowledge. These strategies help the students boost their English proficiency, improve vocabulary, and develop four skills in English. Fourthly, regarding determination strategies, using dictionaries (both bilingual and monolingual) helps the students look up the meaning of words easily and quickly. The students are interested in guessing the meaning of vocabulary through word class because the changes in word class cause several changes in the meaning of vocabulary. However, they rely on using dictionaries and do not develop the ability to analyze vocabulary. Finally, among

five vocabulary learning strategies, the students used memory strategies least frequently. It indicates that the students are consciously limited to memorizing vocabulary mechanically. They try to remember vocabulary by grouping and classifying related vocabulary (including synonyms and antonyms), as well as prioritizing the use of repetition in memorizing and reviewing new vocabulary items. It is implied that besides utilizing repetition to learn new vocabulary, the students are more interested in other aspects of vocabulary to expand their vocabulary knowledge.

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