

DIFFICULTIES IN LEGAL ENGLISH READING COMPREHENSION TO ENGLISH-MAJORED STUDENTS AT HANOI LAW UNIVERSITY

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Abstract: Legal English, a style of ESP (English for Specific Purpose), is an indispensable factor contributing to the development of legal field. It cannot be denied that legal English reading comprehension plays an important role in learning legal English as it sets the basis for other skills. This present research, which makes use of survey questionnaires as the main method, aims to identify difficulties in legal English reading comprehension encountered by English majored students at Hanoi Law University. The results reveal that the majority of the participants have troubles in terms of linguistic aspects of legal English language, background knowledge of law subjects and psychological factors. It is expected that these findings do propose a number of suggestions for teachers in legal English teaching process.

Keywords: difficulties, legal English, reading comprehension, Hanoi Law University

1. Introduction

It has been widely recognized that English for Specific Purposes (ESP) has gained great concern in English language teaching and learning in recent years. According to Butler-Pascoe (2009), “today with the emergence of English as the prominent language in an increasingly technological and global society, the study of ESP has assumed a sense of urgency, especially in countries that are attempting to restructure the manner in which students learn and perform English” (p. 1). This statement encourages education program designers to include ESP in teaching syllabus as a useful tool for students. Similarly, Anthony (2007) points out that

English used in academic settings for professional purposes requires learners to deepen the knowledge of specific topics, thus the ESP approach can be useful as a learning methodology. At the same time, Gatehouse (2001) notes that ESP is not only a learning approach but also a means of development as it allows them to gain the broad knowledge of the world.

Legal English, a specific branch of English in legal fields, is basically used by legal professionals such as lawyers, judges, and prosecutors in their work. It is undeniable that in the era of globalization, exposure to different legal systems requires legal practitioners to communicate successfully in English using the appropriate legal language and terminology. At Hanoi

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Law University, legal English is the main subject of English majored students' learning program. Legal English is considered to be challenging to acquire, even for native English speakers. Among four skills of legal English, reading has a crucial role in building and developing other legal English skills. Without reading, it is difficult for students to reach a higher level in both legal education and legal practice in the future. However, it is the fact that many students find it hard to comprehend the reading texts due to "incomprehensible verbiage found in legal documents as well as an arcane jargon used among attorneys" (Schane, 2006, p. 2). Therefore, mastering legal English by law graduates whose native language is not English proves to be of great importance in their later professions. During the process of teaching legal English, the writer realizes that learners at Hanoi Law University have faced plenty of difficulties, among which English reading comprehension ones stood on the first rank. Obstacles in reading comprehension negatively affect the enhancement of other legal English skills. For such reasons, this study seeks to clarify difficulties in legal English reading comprehension of English majored students at this higher education context.

2. Literature Review

Comprehending the content of the reading texts plays an essential part in language teaching and learning process. It not only provides important and sufficient language input for the learners, but also is the foundation for further development in listening, speaking and writing. Reading comprehension is, however, not an easy task at all. Van den Broek (2012, p. 315) states that: "reading comprehension is a complex interaction among automatic and strategic cognitive processes that enables the reader to create a mental representation of the text".

According to the language researchers, there are different factors affecting the reading process, i.e., background knowledge of the reader and the context in which the text is to be understood (Anderson et al., 1985).

Regarding ESP, the teaching and learning of English for specific learners and purposes (Widdowson, 1983), it contains both content-based and language-based knowledge, learners are required to be good at both special fields of knowledge and language. In the case of legal English, learners need to have knowledge of both English and law subjects. Notwithstanding, ESP learners in general and legal English learners in particular meet a number of difficulties acquiring the content of the reading texts due to limited knowledge of language, specific fields, and psychology factors (e.g., Pulido, 2004; Rosyidah, 2013). As Tarchi (2010, p. 30) states that "the ability to infer meaning in text is positively influenced by the level of vocabulary and background knowledge the learner has."

2.1. Factors Contributing to the Difficulties in Reading Comprehension

2.1.1. Legal English Terminology

In reading comprehension, vocabulary is one of important indicators to understand the reading texts. Legal English terms have their own distinctive features which makes legal English reading texts challenging for learners to comprehend.

Veretina (2012) views that legal English terminology comprises the use of archaic terms called legalese such as *pursuant to* (under; in accordance with); *prior to* (before); *subsequent to* (after), etc., which makes it hard for laypersons to understand. Moreover, like other types of ESP, technical terms are frequently used in the field of laws. Some of them are familiar to laypersons (e.g., *patent, share, royalty*), while others, are generally only known to lawyers (e.g., *bailment, abatement*), which

usually causes the miscomprehension (Mellinkoff, 2004). In addition, legal practitioners have a tendency to use common words with uncommon meanings in specific legal contexts, e.g., “*attachment, action, consideration, execute, party*” (Rylance, 1994). It is clearly noted that a considerable number of Latin and French words and phrases are found in legal English. Words of Latin origin are: *negligence, inferior, versus, pro se, stare decisis, obiter dictum*, etc. Besides, the influence of French is shown not only in the words of French origin (*appeal, claim, complaint, court, default*), but also in the position of adjectives behind the modified nouns in phrases such as: *attorney general, fee simple absolute, state auditor general*, etc.

Grammatical structures

Grammar is the main component of any languages in the world. Rose (2006, p. 60) states that “grammatical structures become one of the most serious problems in English reading for academic purposes”. In other words, many difficulties in reading arise from the use of complex grammatical structures.

In legal English documents, complex and compound sentences are frequently used instead of simple ones. Specifically, sentences in legal documents include a great deal of information, repetitiveness, noun phrases with plenty of modifications as well as coordinate and subordinate clauses. Such kinds of sentences make it hard for learners to understand. Also, impersonal style is more preferred to use in legal English reading texts. Impersonal style refers to the use of third person (e.g., *everybody, nobody, every person*) and passive voice. The use of impersonal style creates the impression that law is impartial. However, such generalizations are vague and make it obscure to people who do not specialize in law.

2.1.2. Legal Background Knowledge

According to Marzano (2004, p. 1), “what students already know about the content is one of the strongest indicators of how well they will learn new information related to the content”. Similarly, Gurthrie (2000) who considers comprehension impossible without prior knowledge states definitely “all learning involves transfer from previous experience. Even initial learning involves transfer that is based on previous experience and prior knowledge” (p. 26) and “background knowledge, often called prior knowledge, is a collection of “abstracted residue” (p. 33). In other words, background knowledge is an essential element in learning and reading as it helps students understand new ideas and experiences. Clearly, in legal English reading comprehension, background knowledge of law proves to be even more important as law needs to be precise and accurate. Besides, laws in different jurisdictions are distinctive. Therefore, without background knowledge, legal English learners are sure to meet difficulties in reading and acquiring knowledge.

2.1.3. Reading Strategies

Reading strategies are considered to play a crucial role in building and developing reading comprehension skills. As ESL/ EFL reading comprehension, legal English reading requires various strategies or techniques, for example, guessing meaning from text, skimming and scanning for efficient reading. Many linguists emphasize the effectiveness of learning words from the context. Prince (1996, p. 489) indicates the benefits of guessing and learning from context including developing prediction and inference strategies, as well as the use of words for communication purposes.

2.1.4. Psychological Factors

Attitude and motivation are the two factors that affect learners' language learning in general and reading comprehension in particular. Mckenna (2001) indicates that negative attitudes as well as demotivation can interfere learners' reading capacity and language learning achievement. When reading English, if students are motivated, they are sure to be able to overcome difficulties. Qin Xiaoquing (2002) claims that motivation is a significant fact which determines either the success or failure in second language acquisition since motivation can directly affect the learning strategies and persistent learning. In case of legal English learning, it is not an exception.

2.2. Previous Studies on Legal English Reading Comprehension

In terms of teaching and learning ESP, learners are required to be good at both content-based knowledge of a specific field and language-based knowledge. Nevertheless, it cannot be denied that ESP learners have struggled to deal with a variety of problems from acquiring the content to mastering language (e.g., Ho, 2016; Rosyidah, 2013; Ha, 2011; Tran & Duong, 2018).

Among ESP areas, legal English is considered to be one of the most complicated ones due to the terminology, linguistic features, which result in the difficulty in understanding and interpreting legal terms. From the linguistic point of view, the transfer of the meaning and interference with the other languages and mother tongue present major obstacles to both teachers and learners as it is quite difficult to cope with law and language simultaneously. Learners have to focus not only on general English, but also on specialized vocabulary, i.e. legal English (Saliu, 2013). White (1982) indicated that one of the most problematic features of legal discourse was 'invisible'

(p. 423). He claimed that "the most serious obstacles to comprehensibility are not the vocabulary and sentence structure employed in law, but the unstated conventions by which language operates" (p. 423).

Tarkhova (2007) carried out a research in the context of her institution in Russia, a civil law country. Textbooks used in this context were published by UK Publishing Houses. It is common knowledge that the UK common-law tradition clearly differs from Russian civil-law tradition. The findings showed that the difficulties in legal English reading primarily arose from the legal terms, the differences in the legal systems between Russia and the UK. This affirms the fact that legal languages are shaped by the legal system in which they are used with different legal rules, legal concepts, therefore, the semantic domains of legal terms did not correspond with one another (Mattila, 2006).

Tiersma (1999) stated that teaching and fostering the skills of legal English is extremely significant and necessary for law students, even for legal experts. However, supplementary skills for legal English reading comprehension for students to access legal English documents are yet to be focused. Therefore, students are still not aware of the appropriate methods needed to analyze the legal English documents. Moreover, inadequate number of seminar discussions or talk shows have been organized for students to exchange their strategies on the process of learning legal English reading comprehension.

In the context of Vietnam, Nguyen et al. (2016) affirmed that legal English is a complex major because legal English includes many genres, each of which has its own distinct level of complexity. Those features make legal English learners find it difficult to tackle reading problems. More recently, Nguyen et al. (2016) carried out a study to clarify the effects of applying ESP

materials on reading comprehension of students of law enforcement in Vietnam. The findings revealed that ESP reading materials motivated students to enhance both vocabulary and knowledge of their own field of study and at the same time, encouraged them to use English in everyday situations.

In general, the reading of legal English texts with complex sentence structures proves to be extremely demanding as it comprises specific legal terminology. In order to deeply comprehend the meaning of the legal jargons, students are required to have adequate background knowledge. Moreover, they need to be able to bring "real world" knowledge into the legal texts (Deegan, 1995) in order to interact with them. Reading legal cases in English is another type of challenging reading since students need to get access to knowledge of case briefs such as the name of the case, facts of the case, legal issues, judgement, and reasoning. Grammatical structures are also the factor contributing to difficulties in legal English reading comprehension. On the one hand, Dewitz (1997) points out that grammatical knowledge "helps the readers understand the relationship among concepts within a sentence" (p. 225). On the other hand, Christensen (2007) emphasizes that understanding the grammatical and syntactical structure of legal texts may pose a challenge to novice legal readers due to its complex nature. Finally, research has shown that knowledge on reading strategies proves to be of great importance for it allows readers to "set a purpose for reading, self-question, search for important information, make references, summarize and monitor the developing meaning" (Dewitz, 1997, p. 228).

3. Methods

3.1. Participants and Settings

The number of 215 legal English majored students of third and fourth year at

Hanoi Law University took part in the survey. The participants shared the similar characteristics, in which they have finished three legal English courses. Also, reading comprehension is required in all three legal English courses. However, one thing noted is that legal English students do not have adequate knowledge of the variety of law areas namely civil law, criminal law, tort law, contract law, commercial law; company law, international law, and even real property law since law is not their major in the training program.

At Hanoi Law University, legal English majors are required to study four legal English courses. The textbooks used throughout the four courses are *Professional English in Use – Law; Introduction to International Legal English; International Legal English* – which are all published by the UK publishing houses. It is widely known that the UK follows the Common-law tradition, which is different from Vietnamese civil-law tradition.

3.2. Data Collection Instrument

Survey questionnaire is the main method to collect the data to clarify the difficulties in legal English reading comprehension encountered by English majored students. The questionnaires consisted of two questions seeking the participants' attitude towards legal English reading comprehension and its difficulties. Then it is followed by twenty statements on a 5-point Likert Scales. Among twenty statements, there are eight statements of linguistic aspects of legal English, three statements of legal traditions (9-11), two statements of legal background knowledge (12-13), four statements of reading strategies (14-17); and the last three statements of psychological factors. The participants were expected to indicate (1) strongly disagree, (2) disagree, (3) undecided, (4) agree, (5) strongly agree.

3.3. Procedures of Data Collection and Data Analysis

At the beginning of the second legal English course in the academic year of 2021-2022, the survey questionnaires were administered to 215 legal English major juniors' email addresses. The respondents were requested to return the questionnaire after one week since the date of email-shot to ensure that all issues in the survey were considered carefully before replying. The data was then collected and coded for the purpose of the data treatment. SPSS program was used to analyze the data quantitatively. Specifically, frequency count, percentage, and descriptive mean were employed to address the difficulties in learning legal English with Likert scales, particularly the mean value of each item can be interpreted as follows: (1.0-1.79) strongly disagree, (1.8-2.59) disagree, (2.6-3.39) neutral, (3.4-4.19) agree, and (4.2-5.0) strongly agree.

4. Findings and Discussion

4.1. Participants' Attitude Towards Legal English Reading Comprehension

Figure 1

Learners' Attitude Towards the Necessity of Legal English

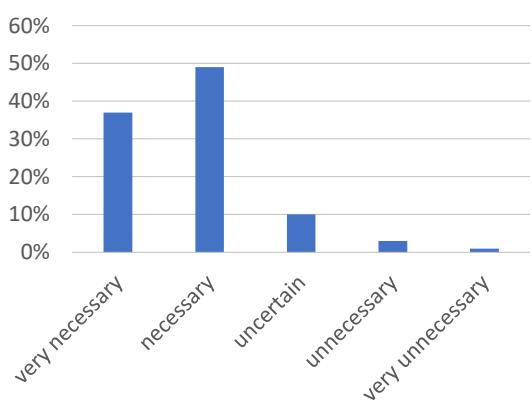
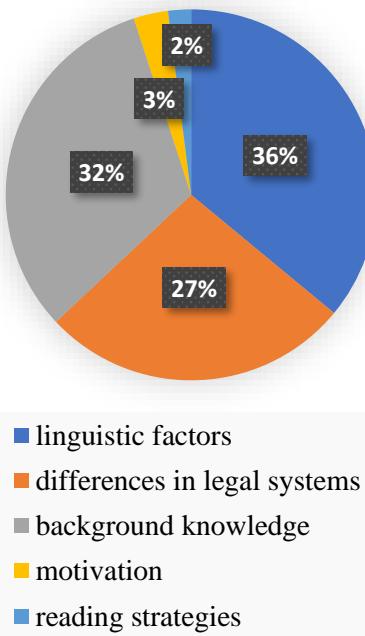


Figure 1 illustrates the learners' attitude towards the necessity of legal English. It is obvious that the majority of participants surveyed with a total of more

than 85% were self-conscious of the great necessity of legal English. Realizing the importance of legal English is considered to be one of the main motivations for students to acquire legal English.

Figure 2

Learners' Difficulties in the Legal English Reading Comprehension



In terms of the dominant factors contributing to difficulties in legal English reading comprehension, linguistic factors are considered to be the most challenging one for most of the learners, which accounted for 36%. The lack of background knowledge and differences in legal systems stood on the next rank of difficulty with the choice rate of 32%, 27% respectively. The participants had a few obstacles in terms of reading strategies and motivation. Reading strategy and motivation were not the big difficulties with the low choice rate of less than 5% for each.

4.2. Difficulties in Legal English Reading Comprehension

Table 1 shows the factors contributing to difficulties in legal English reading comprehension.

Table 1*Difficulties in Legal English Reading Comprehension*

| Item | Content | Mean | SD |
|------|---|------|------|
| 1. | The use of common words with uncommon meaning makes it difficult for me to understand the reading text. | 4.14 | .678 |
| 2. | I feel confused about double and triple synonyms of legal English. | 3.19 | .774 |
| 3. | I usually cannot know how to use the meaning of the archaic words. | 4.17 | .828 |
| 4. | It is hard to understand the meaning of Latin terms. | 4.33 | .516 |
| 5. | I find it easy to guess the meaning of French borrowed words. | 3.66 | .740 |
| 6. | The use of passive structure in the reading texts make it difficult to understand. | 3.90 | .594 |
| 7. | I find it hard to comprehend due to long and complex sentences. | 4.29 | .733 |
| 8. | I think the use of impersonal style makes the reading text more challenging to understand. | 3.89 | .840 |
| 9. | I sometimes do not understand the reading text due to non-equivalent Vietnamese legal terms for English ones. | 4.05 | .727 |
| 10. | Highly specialized concept of English legal systems makes me difficult to understand. | 4.66 | .476 |
| 11. | The unfamiliar law fields and topic are challenging to me. | 4.06 | .655 |
| 12. | I do not understand much about the content of the reading texts because of my insufficient Vietnamese background knowledge of the topics. | 4.01 | .727 |
| 13. | I usually do not understand much about the content of the texts because of my insufficient background knowledge of common-law traditions. | 4.17 | .617 |
| 14. | It is very hard for me to guess the words from the context. | 3.13 | .664 |
| 15. | I do not know how to decide what to read carefully and what to ignore. | 2.43 | .574 |
| 16. | I have difficulties in applying skimming and scanning strategy in legal English text. | 2.20 | .620 |
| 17. | When reading legal English texts, I try to translate the terms into my native language. | 4.83 | .408 |
| 18. | I think legal English reading is not useful to me. | 2.12 | .470 |
| 19. | Teachers do not give me interesting and useful law topics to encourage my reading. | 1.43 | .570 |
| 20. | I cannot understand teachers' instructions on legal English reading lessons. | 2.33 | .674 |

As seen from Table 1, the results show that eight distinctive features of legal English were deemed to be challenging, with the high mean ranging from 3.19 to 4.33. The participants strongly agreed that the use of Latin terms in legal English texts made it

difficult for them to acquire with the mean of 4.33. Archaic words and long, complex sentence stood on the next ranks of challenging level with the mean of 4.29 and 4.17, respectively. Other linguistic features of legal English including the use of

common words with uncommon meaning (4.14), use of passive structure (3.90), the use of impersonal style (3.89), double and triple synonyms (3.19), and French borrowed words (3.66) were problematic factors. In general, there is no doubt that linguistic features of legal English cause great problems to learners in reading comprehension as most of the students agreed with the items surveyed in questionnaires.

Concerning the differences between two legal systems, Vietnamese and English ones, all participants strongly agreed that highly specialized concepts, unfamiliar legal areas and topics, non-equivalent legal terms were the hard factors in the process of acquiring legal English with the high mean value of agreement of 4.66, 4.06 and 4.05, respectively. It gave no surprise to the researcher because of the fact that the semantic domains of legal terms did not correspond with one another (Mattila, 2006). As a result, the translation of legal concepts was complex and could lead to severe misunderstandings (Gotti, 2016). There are a number of no equivalent terms due to the different legal traditions. Such intercultural differences between various legal systems are of central importance to legal language and cause frequent misunderstandings in international legal communication.

Inadequate background knowledge of Vietnamese law and English law are also the contributing factors to difficulties in legal English reading comprehension with the high mean of 4.17 and 4.01 respectively. It should be noted that the participants involved in the study were English majors, therefore, the lack of background knowledge of law field is found easy to understand.

In terms of reading strategies (items 14-17), learners did not find it much difficult to apply reading focus ability as well as skimming, scanning in legal contexts with

the mean of 2.43, and 2.20, respectively). However, a large number of the participants were neutral when mentioning the guessing strategy of the new English legal terms. This statistic is not surprising at all due to both its distinctive feature and learners' lack of background knowledge. Learners, therefore, viewed it challenging to guess its meaning despite their effort in applying reading techniques. One notable technique that learners had the tendency to use when trying to understand legal English reading is translation ($M=4.83$). As noticed, clarity and deep content understandings are necessary in legal fields, translating from the source language into the target language proves to be useful in legal English reading comprehension.

Similarly, psychological factors are important for learners to achieve learning purposes. In this study, the majority of the participants showed positive and optimistic attitude to legal English reading activities and legal English instructors with the mean ranging from 1.43 to 2.33. In other words, learners were not demotivated, teachers' instructions were not a factor causing them troubles in reading comprehension, either.

The findings showed that legal English majored students did encounter difficulties in reading legal English texts, particularly in terms of linguistic factors, legal systems and inadequate background knowledge of law areas. As shown, legal English has its own distinctive features, which makes even native speakers find it challenging. Moreover, law is not the participants' major, thus they lacked legal background knowledge. The result is in line with previous studies in the context of ESP reading (e.g. Ha, 2011; Tran & Duong, 2018), which concluded that learners had difficulties in dealing with ESP reading texts due to inadequate ESP vocabulary and limited background knowledge of the ESP subjects.

5. Implications and Conclusion

This study demonstrated the difficulties in legal English reading comprehension faced by English majored students at Hanoi Law University. Most of the obstacles arise from distinctive linguistic features of legal English, differences in legal traditions and inadequate background knowledge. It is necessary that students are required to be equipped with content of law knowledge before being taught legal English. Although legal English majors do not need to master legal concepts, it should be noted that when structuring a legal English course, teachers have to provide information regarding their own legal systems. Teachers are advised to incorporate the basic legal principles in English to equip learners with background knowledge of laws. A variety of legal topics including criminal law, tort law, contract law, company law, commercial law, international law, etc. should be introduced to learners. In order to achieve this aim, law subject classes should precede legal English classes to ensure that learners can acquire legal English learning effectively.

In case of not being able to assign law course before legal English course, it may be suggested that “providing background knowledge through pre-reading as well as previewing content for the reader seems to be the most obvious strategies for legal English teacher to come up with the problems students have in reading comprehension” (Shabani, Khatib, & Ebadi, 2010, p. 6). This encourages language program designers to adopt Content and Language Integrated Learning (CLIL) approach in teaching and learning legal English.

In addition, a review of language will be of great value in legal English teaching context. For different legal topics, learners should be provided with a wide range of language exercises covering the distinctive

features of legal English, for example, the use of Latin terms, borrowed words, or common words with uncommon meaning. Those exercises, if possible, should be included in various activities, e.g., role-play, enabling learners to interact with legal English language. In this way, language teachers can enhance the learners' motivation, thus promoting reading and learning process. Moreover, using authentic materials of legal cases for learners to read is highly recommended. It is undeniable that nothing is more precious than engaging them into simulated real-life cases.

Despite the results the current study has achieved, there are several limitations. Firstly, the study was conducted to find out the difficulties in legal English reading comprehension, other skills are not the scope of this study. Secondly, the number of participants, which was restricted to English majors, was rather limited. Law students were not involved in this study, the results, to some extent, cannot reflect the behaviour of a larger population in different law majors or contexts. Therefore, in order to have a detailed insight, further research should be carried out to fill in the research gaps.

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Appendix

This questionnaire aims at investigating “Difficulties in legal English reading comprehension of English-majored students at Hanoi Law University”. This questionnaire will be used for the purpose of data analysis. I look forward to receiving your cooperation and ensure that your information is only for educational purposes.

1. In your opinion, how necessary is legal English reading comprehension in the training program you are studying?

- Very unnecessary
- Unnecessary
- Uncertain
- Necessary
- Very necessary

2. What is the most challenging factor contributing to the difficulties in legal English reading comprehension? (Tick one choice)

- Linguistic factors
- Inadequate background knowledge
- Differences in legal systems
- Lack of reading strategies
- Psychological factors

3. What are the difficulties in legal English reading comprehension? Please tick (✓) your choice. (SD = strongly disagree; D = disagree; N = neutral; A = agree; SA = strongly agree)

| Items | Contents | SD | D | N | A | SA |
|-------|---|----|---|---|---|----|
| 1. | The use of common words with uncommon meaning makes it difficult for me to understand the reading text. | | | | | |
| 2. | I feel confused about double and triple synonyms of legal English. | | | | | |

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| 3. | I usually cannot know how to use the meaning of the archaic words. | | | | |
| 4. | It is hard to understand the meaning of Latin terms. | | | | |
| 5. | I find it easy to guess the meaning of French borrowed words. | | | | |
| 6. | The use of passive structure in the reading texts make it difficult to understand. | | | | |
| 7. | I find it hard to comprehend due to long and complex sentences. | | | | |
| 8. | I think the use of impersonal style makes the reading text more challenging to understand. | | | | |
| 9. | I sometimes do not understand the reading text due to non-equivalent Vietnamese legal terms for English ones. | | | | |
| 10. | Highly specialized concept of English legal systems makes me difficult to understand. | | | | |
| 11. | The unfamiliar law fields and topic are challenging to me. | | | | |
| 12. | I do not understand much about the content of the reading texts because of my insufficient Vietnamese background knowledge of the topics. | | | | |
| 13. | I usually do not understand much about the content of the texts because of my insufficient background knowledge of common-law traditions. | | | | |
| 14. | It is very hard for me to guess the words from the context. | | | | |
| 15. | I do not know how to decide what to read carefully and what to ignore. | | | | |
| 16. | I have difficulties in applying skimming and scanning strategy in legal English text. | | | | |
| 17. | When reading legal English texts, I try to translate the terms into my native language. | | | | |
| 18. | I think legal English reading is not useful to me. | | | | |
| 19. | Teachers do not give me interesting and useful law topics to encourage my reading. | | | | |
| 20. | I cannot understand teachers' instructions on legal English reading lessons. | | | | |

NHỮNG KHÓ KHĂN TRONG ĐỌC HIẾU TIẾNG ANH PHÁP LÝ CỦA SINH VIÊN NGÀNH NGÔN NGỮ ANH TẠI TRƯỜNG ĐẠI HỌC LUẬT HÀ NỘI

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Tóm tắt: Tiếng Anh pháp lý là yếu tố không thể thiếu, góp phần vào sự phát triển của lĩnh vực pháp lý. Trong quá trình học tập tiếng Anh pháp lý, kĩ năng đọc hiểu đóng vai trò quan trọng bởi đọc hiểu là cơ sở để phát triển các kĩ năng khác. Thông qua phương pháp điều tra khảo sát, nghiên cứu nhằm tìm ra những khó khăn mà sinh viên ngành Ngôn ngữ Anh tại Trường Đại học Luật Hà Nội gặp phải trong quá trình đọc hiểu văn bản tiếng Anh pháp lý. Kết quả cho thấy người học gặp khó khăn do đặc điểm khác biệt của ngôn ngữ tiếng Anh pháp lý, thiếu kiến thức nền pháp luật và các yếu tố tâm lý của người học. Tác giả hi vọng những kết quả này sẽ đưa ra một số đề xuất sur phạm cho giảng viên trong quá trình giảng dạy tiếng Anh pháp lý.

Từ khóa: khó khăn, tiếng Anh pháp lý, đọc hiểu, Đại học Luật Hà Nội