

## Online translation tools and their usefulness on students' autonomous learning of legal English

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### Abstract

In an increasingly globalized world, legal professionals must navigate complex linguistic "landscapes." Legal translation, a specialized field requiring accuracy, cultural sensitivity, and in-depth knowledge of specific industries, presents unique challenges for learners. As self-study becomes an increasingly popular form of learning, especially in the digital age, both students and professionals are seeking effective methods to master legal translation. One of those methods is using online translation tools. By strategically utilizing these tools, we can significantly enhance students' self-learning efficiency and expand the work capabilities of professionals. However, their effectiveness depends on how they are integrated into students' autonomous learning activities. This article aims to identify the current state of self-study translation activities among students majoring in Legal English at Hanoi Law University, and from there propose practical solutions to improve the effectiveness of self-study legal translation by an intelligent and responsible use of online translation tools. The focus is on combining these tools with learning actively, building personal glossaries, practicing translation, and providing feedback to create an interactive learning environment.

**Keywords:** English-major students, legal translation, online translation tools, self-study, usefulness

### Introduction

Legal translation is a hard and specialized area that requires students to know more than just the language. They also need to acquire a lot about legal systems, terms, and cultural context. Students studying legal English or international law, like those in the Legal English major at Hanoi Law University, need to be fluent at legal translation skills in order to do well in school and in their future jobs. As legal contacts increasingly transcend borders, the ability to effectively translate legal writings becomes an important competence in international law, trade, and diplomatic settings. The rise of internet translation tools in the last several years has transformed how legal translation is taught and done. These tools use Artificial Intelligence (AI) and Natural Language Processing (NLP) to provide students new methods to study on their own. They allow students to quickly access multilingual legal texts, terminology databases, and translation memory systems, which let them practice and improve their skills on their own. For Legal English major students at Hanoi University of Law, using these tools in their self-study can greatly upgrade their academic results, independence, and readiness for real-world legal translation work.

Legal translation is not merely a language task; it is also a legal action. The translator must make sure that the translated text keeps the same meaning, legal validity, and enforceability as the original material. Bartolucci (2013) stresses that even tiny mistakes in legal translation can lead to serious legal consequences, such as contract disputes, misinterpretations by courts, or breaking international agreements. This demonstrates how important it is to be accurate, consistent, and mindful of the context while translating legal documents. Legal documents sometimes have complicated frameworks, old-fashioned language, and words that are only used in that field. The translator must anticipate these obstacles while adhering to the integrity of both the source and target legal systems. This necessitates not just linguistic proficiency but also familiarity with authentic legal writings and the pragmatic application of legal theory across several languages.

Self-study is the basis of modern education, and legal translation is one of the many specialized professions that rely heavily on it. It enables students to take charge of their own learning, learn about subjects at their own speed, and improve their skills through translation practice and self-reflection. Self-study is particularly crucial for international students at Hanoi Law University who want to work in the field of international law or legal consultation. It helps them improve their translation skills and gain confidence. Campos-Pardillos and Riera (2012) endorse the utilization of both pedagogical legal resources and authentic legal texts within a self-study context. These edited legal documents help beginners grasp basic concepts, while practical resources expose students to legal terminology and real-world legal contexts. This two-pronged strategy helps students learn more and get ready for the obstacles they will face in their professions. The Legal English major program at the Hanoi Law University focuses on being able to speak and write legal English well and translate well. Students are encouraged to interact with legal documents, do translation tasks, and explore different legal systems. However, just using typical classroom teaching approaches might not be enough to fulfill the demands and learning styles of all students. This is where online translation tools can make a big difference.

Hanoi Law University is Vietnam's oldest and most prominent law school. It puts a lot of emphasis on legal research and cooperating with other countries. The Legal English major curriculum, which focuses on legal English and translation, shows that the institution is dedicated to getting students ready to participate in the international legal field. The School is making an effort to become more international by offering a high-quality program taught in English and working with overseas groups on joint training and research (Hanoi Law University, 2025). In this situation, encouraging self-learning through online translation tools is in keeping with the school's instructional goals. This supports students to form methods that work for them, improves their digital literacy, and gets them ready for careers in international legal environment. Hanoi Law University aims to equip students with skills and confidence that they need to become skilful legal translators by integrating these tools in the curriculum and encouraging students to apply them for self-study.

In short, embedding online translation tools in legal translation training is a big change in how students learn and improve their professional skills. These technologies give Legal English major students at Hanoi Law University better opportunities to study on their own, practice their vocation, and deal with the obstacles of the real world. Students can use digital platforms to learn in ways that are self-directed, flexible, individualized, and relevant to their lives. As legal education changes to meet the requirements of people all around the world, it will become more and more vital to be able to learn on your own and well using digital resources. Schools, teachers, and students all need to accept this transition, use internet resources in the classroom, and develop habits of self-study to improve their abilities, confidence, and readiness for the job market. This study was undertaken to address the subsequent research questions:

1. Which online translation tools do students employ to deal with the teacher's self-study requirements?
2. How did the students put into practice practical self-study activities?
3. How do students rate the usefulness of online tools for studying on their own?

## **Literature Review**

### **Self-Studying**

Self-study is a way of studying where people are in charge of their own learning without an instructor or a formal classroom to help them. The Cambridge Dictionary (2013) says that self-study is "a way of learning about a subject that involves studying at home on your own." To put it another way, self-learning is studying books and online resources, where the learners themselves act as both the student and the teacher. Self-learning is regarded as a method that fosters autonomy, enabling individuals to modify the pace, content, and style of their learning to align with their personal preferences and requirements. Knowles (1975), a pioneer in self-directed learning, characterized it as "a process in which individuals take the initiative, with or without the help of others, in diagnosing their learning needs, formulating learning goals, identifying resources, and evaluating their learning outcomes." Russell (2002) says that "self-study is a form of practical inquiry that allows educators to systematically and critically examine their teaching methods." This is from the point of view of teacher training. Loughran (2004) says that "self-reflection is not just questioning yourself; it is a complete method that includes criticism, documentation, and regular collaboration." TargetStudy (2025) stresses that "self-directed learning is the foundation of lifelong learning, enabling individuals to engage in learning activities independently, driven by their own intrinsic motivation and personal goals." This is important for those who want to learn for the rest of their lives.

Self-learning is an important part of modern education and personal growth. The strategy enables students to develop curiosity, a sense of responsibility, and critical thinking. Everyone who takes part in the self-learning process enhances to broaden their intellectual horizons and develops a habit of lifelong learning at the same time. It is especially helpful because the present formal education system still has a lot of problems and isn't addressing everyone's requirements. Self-study also strengthens traditional teaching techniques by giving students chances to learn more about subjects outside of class. This is exclusively valuable in a professional setting as self-learning aids students keep improving their skills and adapt to new situations, which are both fundamental in today's fast-paced and ever-changing workplace. Many scholars in the field of education are interested in self-learning, which shows how essential it is and where it fits in. Scientists are always proving that self-study works to encourage students to do better in school through their research. Brandt (2020), through an examination of self-directed learning resources, underscored their significance in equipping students for a dynamic and information-intensive workplace. The research indicates that self-directed learning fosters competencies such as planning, adaptability, and problem-solving, which are crucial for success in academic and professional domains. Haque (2016) conducted an experimental study comparing group learning and self-study among university students. The results indicate that while both methods possess merits, self-study markedly improves personal accountability and tailored learning tactics. White and Jarvis (2019) say that self-study is a pivotal research strategy in teacher training activities since it bolsters teachers to look at and improve their work.

### **Online translation tools**

Online translation tools have changed the way students approach legal translation comprehensively. There are general-purpose tools like Google Translate and DeepL, as well as more specialist ones like Musely and Linnk.ai that are only for legal texts. They have capabilities

like managing terminology, translating for certain jurisdictions, and approved output, which makes them very helpful for self-study.

Bering Lab (2025) says that AI-powered translation systems are great for legal translation since they are fast, scalable, consistent, and affordable. In a legal environment, it is vital that these technologies can efficiently handle vast amounts of texts and keep the same terms throughout the document. Many platforms also now have built-in data security measures to keep important legal information confidential. Musely's Legal Document Translator, for instance, lets customers pick between machine translation and human-certified translation based on the document's purpose. This program also has smart legal phrase recognition and can work in different jurisdictions, which are both very indispensable for accurate legal translation (Musely, 2025). Linnk.ai also authorizes students to adjust legal terms and make them more precise, so they are able to create translations that fit specific legal situations (Linnk.ai, 2025).

## **Methodology**

### **Research design**

This study utilized experimental methods by assigning tasks to students for the application of online translation tools in their self-study of translation, alongside qualitative methods through semi-structured interviews conducted with 61 students from class 4727, majoring in Legal English at Hanoi Law University. It was important to use the right tools to process the data after it had been acquired so that the results were as accurate as possible.

### **Participants**

The participants joining in the study were 61 students from class HP 25101038001 in their fourth year under the title K47 majoring in Legal English at Hanoi Law University, who were currently enrolled in the advanced translation course for 3 credits, corresponding to 45 class sessions, designed to be taught over a period of 5 weeks with a steady study frequency of 8 to 10 sessions each week. The participants were selected using purposive convenience sampling. All students took part in the course during the research period were invited to participate, and the entire cohort was included in the study. Since all of the members share the same academic background, teaching content, and learning conditions, no exclusion criteria were applied.

### **Materials**

There were two research instruments applied to collect data for the study to ensure the most objective findings.

Translation exercise: which is designed to encourage students to plan their own study outside the classroom. The exercise content includes 42 texts extracted from the Book of Legal Translation-Interpretation 1 (Nhac, 2021). In which 21 texts are in Vietnamese labelled VI.01 – VI.21 and 21 others are in English, marked EN.01-EN.21. They are all in the topic of contract law. Semi-structured interview: which consists of questions used to find out how students feel about using internet tools to study translation on their own outside of class.

### **Data Collection Procedures**

Data was collected using two primary instruments including translation exercises and semi-structured interviews.

For quantitative data based on the translation exercises: The translation exercises were administered to the participants during the advanced translation course as part of regular classroom

activities, which were demonstrated in Figure 1. The procedure applied to motivate students' autonomous learning, in which there were three phases as follows:

Phase 1: Before class (outside classroom): The teacher provided her students with self-study assignments using the worksheets in Appendix 1. The teacher also made clear instructions about what the students should do during their free time before class. First, students were requested to use two online translation tools that are often used to translate the tasks they were given. Then, students would look at the two translated versions from the tools they chose and compare how they are alike and how they are different. Next, students would adjust the translations of the online tools to make the best version.

Phase 2: During class (inside classroom): Students would bring their self-study work to class. Then, the teacher would ask the students to share how they did and show them the translations they had made. Students would present their understandings relating to their chosen online translation tools while dealing with their self-study requirements and point out places where translation tools don't work well or don't accurately reflect the sense of the text. At the same time, they would talk about how the students made their translations. After the teacher gave her suggested translation, the students would look at their own translations and make changes.

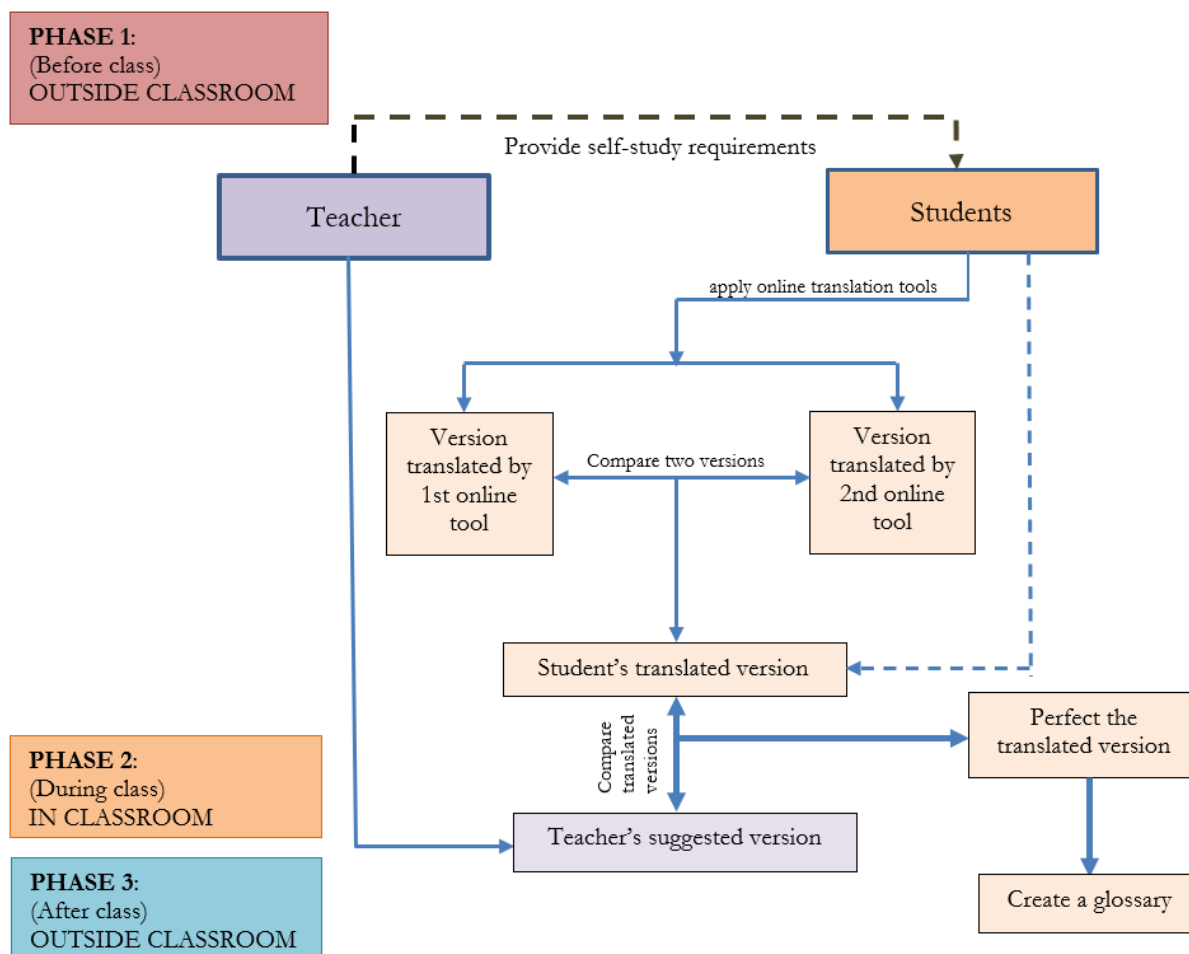
Phase 3: After class (outside classroom): Students were instructed to sort phrases and words from the corrected translation into groups based on the original text and their equivalent phrases and expressions in the translated text, with each group having its own theme.

For qualitative data drawn on semi-structured interviews. Nine students were purposively selected from the total of 61 participants. The selection was based on their assignment completion level, resulting in three groups representing high, medium, and low levels of task completion. This grouping aims to capture a range of perspectives and learning experiences related to the translation exercises. The interviews were conducted during regular class sessions like small talk to minimize disruption to the instructional process. Participants were not informed in advance of the interview focus in order to reduce performance anxiety and encourage natural and spontaneous responses. Each interview followed a semi-structured format, allowing flexibility for follow-up questions while ensuring consistency across participants. The interview data were subsequently transcribed and analyzed as qualitative evidence to complement the findings from the translation exercises.

### **Data Analysis**

To analyse data collected from translation exercises and semi-structured interviews, both quantitative and qualitative methods were employed to reveal the findings to answer the research questions (Appendix 2).

For the quantitative data: results from the translation exercises were compiled based on the online tools used by students and the frequency of their use during task completion. These data were systematically coded and analyzed to identify patterns in tool utilization and translation behavior. In addition, students' assignment completion levels were calculated and processed using Microsoft Excel. The results were then visualized in column charts to facilitate comparison across different performance groups and to illustrate overall trends clearly. Regarding the qualitative data: responses obtained from the semi-structured interviews were taken note and transcribed. Relevant excerpts were then extracted directly from the transcripts and incorporated into the analysis to provide in-depth insights into students' perceptions, strategies, and challenges during the translation process. These qualitative findings were used to complement and interpret quantitative results, thereby enhancing the validity of the study through methodological triangulation.



**Figure 1: Translation Class Procedure**

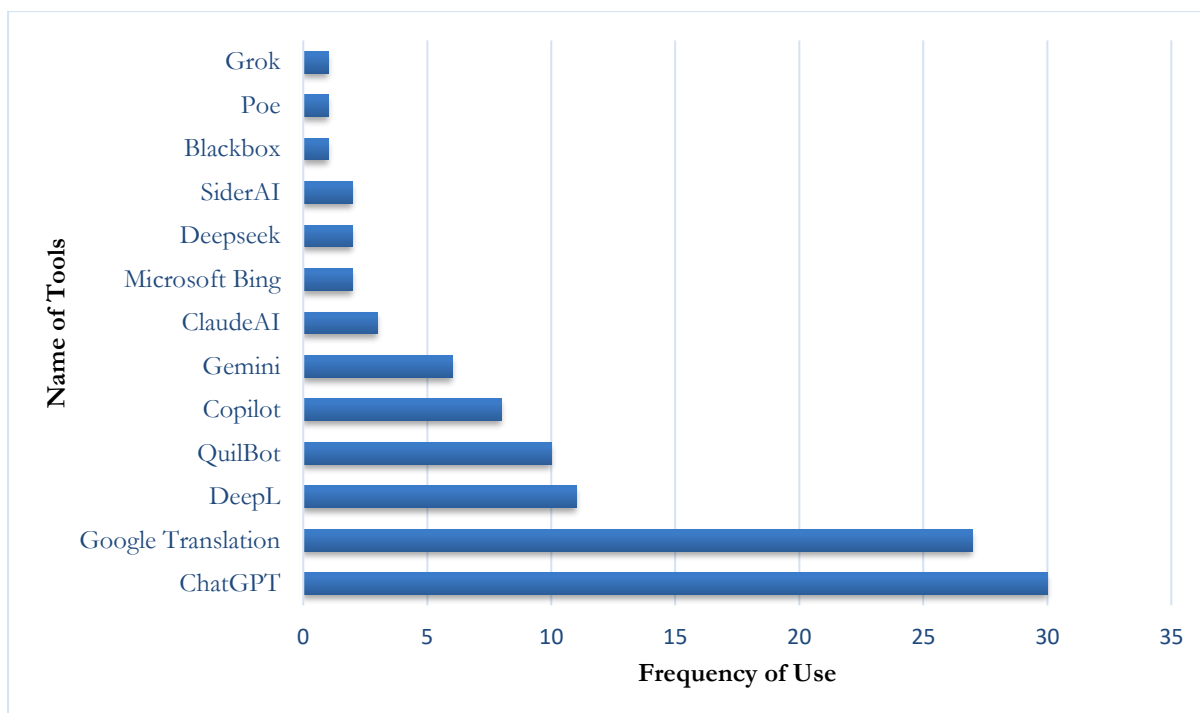
### Ethical consideration

This study was conducted in accordance with established ethical standards for educational research. Participation was voluntary, and all students were informed that their involvement in the study would not affect their course grades or academic evaluation. Prior to data collection, informed consent was obtained from all participants. To ensure confidentiality and anonymity, participants' identities were protected through the use of codes and pseudonyms, and no personally identifiable information was disclosed in the reporting of results. Data collected from translation exercises and semi-structured interviews were used solely for research purposes and stored securely. Although the interviews were conducted during regular class sessions to encourage natural responses, participants were informed afterwards of the research purpose and were given the option to withdraw their interview data without penalty. This approach minimized potential bias while maintaining ethical transparency. All procedures were designed to ensure respect for participants' rights and well-being throughout the research process.

### Findings and Discussion

#### Online Tools Employed by Students for their Self-Study Requirements

Based on the students' submitted assignments, the online translation tools that were applied are quite various among students. Figure 2 below indicates the exact names and the frequency of online translation tools that are used by the students participated in this study.



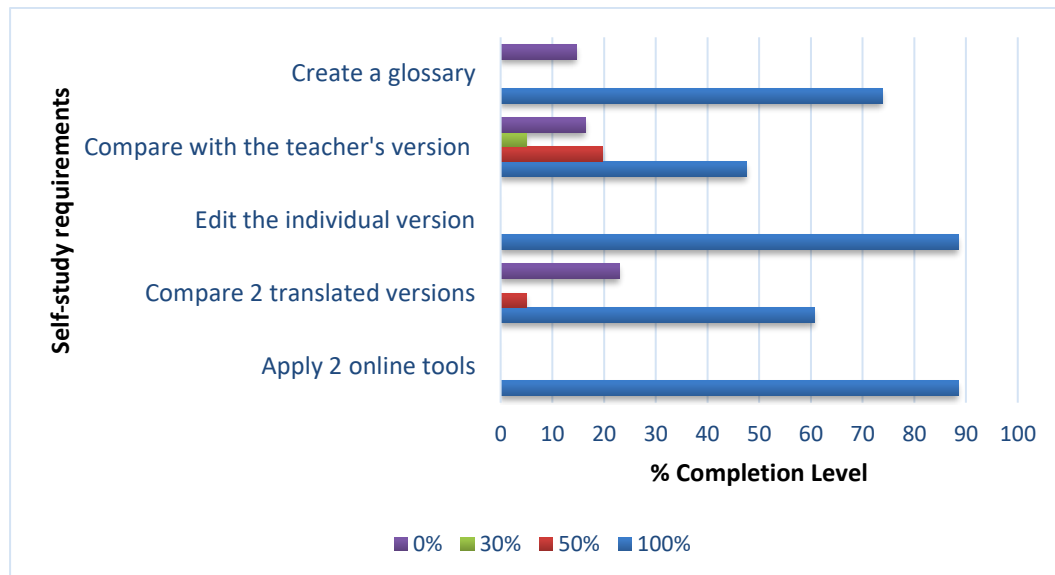
**Figure 2: Students' used online translation tools**

Figure 2 reveals that the students often use 13 online translation tools in total. However, the usage frequency among them is dissimilar. Notably, the two most popular recorded tools are ChatGPT, which has been used 30 times (28.84%), and Google Translate, which has been used 27 times (25.96%). Being in the second rank are DeepL (11 uses, 10.57%), QuillBot (10 uses, 9.61%) which are witnessed the frequency in half compared to the top one. Then, Copilot (8 uses, 7.69%) Gemini (6 uses, 5.76%) are noted to use by students but not very often. The lowest level of use was observed for tools which were used only once, twice or three times, including ClaudeAI (three times; 2.88%), Microsoft Bing (twice, 1.92%), Deepseek (twice, 1.92%), SiderAI (twice, 1.92%), Blackbox (once, 0.97%), and Poe (once, 0.97%).

These findings indicate that students' use of online translation tools is highly concentrated, with a strong preference for a small number of dominant platforms, particularly ChatGPT and Google Translate. This pattern suggests that students prioritize tools that are familiar, easily accessible, and multifunctional, a tendency widely reported in previous studies on translation technology use in educational contexts (Doherty & Kenny, 2014; O'Brien, 2019). The prominence of ChatGPT reflects a shift from conventional machine translation toward generative AI tools that support interaction, explanation, and reformulation. Recent research has shown that such tools are increasingly perceived by learners as providing cognitive and strategic support, especially in complex translation tasks such as legal translation (Lee, 2023; García & Pena, 2024). In contrast, tools like DeepL and QuillBot appear to serve a supplementary role, consistent with findings that students tend to rely on specialized tools selectively rather than as primary resources (Baker, 2018). The limited use of less familiar platforms suggests that students tend to depend on a restricted repertoire of trusted tools, reinforcing earlier observations that tool choice is shaped more by habit and perceived usefulness than by technical diversity (Pym, 2011; Rodríguez-Castro, 2020). Pedagogically, this highlights the importance of explicit instruction in critical and strategic tool use to prevent overreliance on a narrow set of translation technologies.

### Students' Practices in Practical Self-Study Activities

Figure 3 below indicates how well the students met their self-study criteria. There are two phases to the requirements with five requests addressed to students as self-study in total, naming before class and after class.



**Figure 3: Students' level of completion of self-study requirements**

The feedback data from students, which is particular to each requirement, shows that only 54 out of 61 students (88.52%) in the class did the self-study requirement that the teacher required them. But the amount of accomplishment of self-study levels also differs a lot from stage to stage and for each specific criterion. In the pre-lesson stage, there are three steps including applying two online tools, comparing two translated versions, and editing the individual version. In which, the requirements of applying two online tools and making a personal translation are two that show a high degree of student achievement. 54 out of 61 students (88.52%) met these criteria. However, the requirement of comparing the differences between the translations of the two online tools used noted only 37 out of 61 (60.65%) fully completed. Three out of 61 students (4.91%) finished half of the work, and about 14 out of 61 students (22.95%) were marked as not completing this requirement. After the class, the students were told to compare their own translations with the teacher's version, and make a list of words. In the former requirement, the students' completion levels were as follows: 29 students (47.54%) finished the requirement completely, 12 students (19.67%) only finished 50% of the needed volume, 3 students (4.91%) only finished 30% of the work volume, and 10 students (16.39%) didn't finish the requirement at all. For the latter one, 45 out of 61 students (73.77%) said they had finished the vocabulary list, and 9 out of 61 students (14.75%) said they had not.

The data in Figure 3 demonstrates that some students still didn't really understand how to study on their own or didn't finish their studies or only finished part of them. Even though there were a lot of students who finished the course, some of the requirements were met. But the quality of students' self-study activities for translation is still not very good, as shown in class. When the teacher asked the students to translate a text they had to prepare during self-study before the lesson, some of them read the exact translation from online tools. They didn't understand the structure of the text or how to analyze the clauses in the source text, and many terms weren't clearly translated. Some students indicated they didn't have time to study at home when asked what they did to meet the requirements for self-study. Others said they "felt" that the machine translation was rather good and didn't need any changes. This student's sharing reveals that their

competence in English or legal English does not really meet requirements, and they also do not own enough specific understanding about interpreting legal themes. Research indicates that students at Hanoi National University face enduring challenges in their self-directed learning endeavors. One big problem is that there are not enough legal documents and resources that are specific to the field. Phuong, Ngoc, and Chi (2024) observed through their research that students often have trouble getting their hands on multilingual legal documents that are up to date. These documents are important for comprehending legal principles and performing translation. Another big problem is that it is hard to comprehend legal terms because they are typically abstract, old-fashioned, or only apply to certain areas. Mellinkoff (1963) said that legal language was originally called the "Language of the Law," which showed how hard it was to simplify. Students might have a hard time understanding what concepts like "tort" or "equity" mean without the help and advice of professors and experts. These words may not have direct equivalence in Vietnamese. The situation gets worse since teachers and professional editors do not give input. Nhac (2023) said that students often work alone and cannot check to see if their translations are correct or appropriate. This lack of direction causes people to stop learning and makes them more likely to believe false information, which makes self-learning less appealing.

### **Students' ratings on the usefulness of online tools for self-study**

The results in Figure 2 reveal that students are quite proactive about using technology to do their schoolwork. There are a lot of different tools that students can use, and they also know how to find cheap tools that work well for compiling. The following are excerpts from the interview of the students to facilitate the findings in the above-mentioned part more;

*"Using online translation tools helps me finish self-study requirements faster and better"* – Sv6

*"I don't feel as much pressure about how much time and work I need to do to meet the self-study criteria"* - Sv1

*"I often use AI tools to do my homework, so I think it's very important to know how to choose and use the right tool, especially the free one"* – Sv2

*"Some parts of the text are hard to comprehend grammatically, so I used the online tool to assist me understand the essential point of the piece before I fixed it for accuracy"* - Sv7

Additionally, some students have trouble figuring just how well the compiler works. This judgment is in line with what requirement asked for: comparing and contrasting the differences between the two translations and making their own translation because students commonly use machine translations without making changes, even when the meaning of the translated text is not clear. Excerpts below support this claim.

*"I think that most internet translation programs do a good job of translating, whether it's from English to Vietnamese or Vietnamese to English. I usually don't have to make any further changes"* - Sv9

*"When I looked up some words by themselves, they meant something different than when they were used in the whole paragraph for translation. I think the machine translation of the whole text is pretty good. If I created it myself, I don't think I could translate it like that"* - Sv5

*"Some kids said that using technology is a necessary part of life because it may help them learn on their own. You also want your teachers to help you use technology better; I see that numerous*

*AI tools are being made, and most apps can translate between languages. There are so many wrongs that I don't know which tool works best” - Sv 8*

*”The lecturers translated many text sections I encountered in class differently than the online apps did. Because of this, I really hope that professors can show us how to find and use search tools to make translations that seem natural”- Sv3*

*”I can't tell the difference between when the machine translates social texts and when it translates legal texts. So, I wish that teachers can give us internet tools that are specific to the legal sector to help us learn better on our own. There are a lot of legal phrases that I thought I knew but didn't because I don't know much about the law yet” - Sv4*

The findings generally show that self-study is not only something that university students need to do, but it is also something that they have to do for each course and for the whole training program. In other words, students "need" to learn on their own and "have to" learn on their own. The students' remarks above illustrate that technology has helped them meet some of their needs and finish some of their must. But to get more self-study done and make it better, both students and teachers need to know more about how technology might help with self-study. Teachers require thorough, timely, and scientific help and direction. On the other hand, students also have to be more conscious of how to study on their own and utilize technology properly instead of just doing a lot of work without caring about what they are doing or what they are getting out of it.

## **Conclusion**

Legal translation constitutes a highly specialized domain that poses significant challenges for students due to its reliance on both advanced linguistic competence and in-depth knowledge of legal systems. Despite its importance in international legal practice and its inclusion in the Legal English curriculum at Hanoi Law University, formal classroom instruction alone is insufficient to address the complexity and density of legal terminology and concepts. Consequently, this study addresses the problem of how students engage in self-directed learning, particularly through the use of online translation tools, to compensate for limited instructional time and cognitive demands inherent in legal translation. The findings of this study indicate that online translation tools play a central role in supporting students' self-study practices. However, effective legal translation requires more than surface-level linguistic accuracy. The results suggest that while translation tools can facilitate comprehension and task completion, their pedagogical value depends largely on how strategically and critically they are used. Students who combine these tools with active learning strategies such as building personalized glossaries, reflecting on translation choices, and seeking feedback from their lecturers and classmates and legal experts are better positioned to develop sustainable translation competence.

From a pedagogical perspective, these findings underscore the need to reconceptualize translation tools not as substitutes for human judgment, but as learning scaffolds within a broader self-study framework. The key implication of this study is that legal translation training should place greater emphasis on critical tool literacy, guiding students to use technological resources selectively and reflectively. When integrated appropriately, translation tools can enhance learner autonomy, deepen legal awareness, and contribute meaningfully to the professional development of future legal translators. Besides some contributions, the study has some limitations. Firstly, its cohort was small to generalize the findings for bigger populations. Besides, there was not an assessment on impacts of online learning tools on students' academic results for the module of advanced Translation. Therefore, to address the study gap, future studies would focus on these aspects to explore the issue thoroughly and comprehensively.

## **Pedagogical implications**

To help students at Hanoi Law University get better at translating legal texts on their own, both the teacher and students need to do the following:

### **For Teachers**

First, make a distinct digital library for self-study documents. Organize it properly by legal topics (like Contracts, Civil Law, etc.) and document kinds (like Legal texts, Case law, Model contracts, etc.). Then, "Legal Terminology Kits" were put together, with a concentration on hard or ambiguous words. This deals with the problem of not having enough documents and having them spread out. It also builds students a more organized way to get information.

Second, make "Peer-Review" activities better. Setting up a platform using MsTeam, LMS, or online groups facilitates students to evaluate their own and each other's translations based on set criteria (rubrics). The teacher just steps in to make decisions and give general feedback. This activity not only encourages students to comprehend how to reflect on their own work and withdraw valuable things from the mistakes of others, but it also makes grading easier for teachers, which is a requirement for giving students attendance points.

Third, use Computer-Assisted Translation (CAT) Tools. Teachers can set up basic sessions to show students how to utilize SDL Trados Studio, memoQ, or free programs to keep track of translation memories and termbases. This training session supports students get to know the real-world work environment of the professional translation sector and make translations more consistent.

### **For Students**

Firstly, make your own "Legal Termbase." When you come across new papers, use Excel, Google Sheets, or the Termbase feature of CAT Tools to take notes and compare English-Vietnamese term pairings, especially those that have more than one meaning or a unique translation in the context of law that is always changing. This helps you establish a strong specialized vocabulary, which makes sure that the translation uses the right words and is consistent.

Secondly, do some back translation. By choosing Vietnamese legal writings that have been formally translated into English or the other way around. Translate that part yourself, then compare it to the official translation to see how the style, sentence structure, and word choice change in legal writing. This helps students learn more about the variations between the two legal systems and the ways each legal language is written.

Thirdly, proactively seek feedback and collaboration. Students should take part in self-study groups to practice and use comments from their classmates. At the same time, use social media or forums to gain guidance on hard translation passages from expert legal translators who work outside of the classroom. This exercise helps students get over tough times when they study alone and learn from the people in the academic and professional world.

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**Appendix 1: Translation exercises**

**1. Translate from Vietnamese to English**

<b>N0</b>	<b>Content</b>	<b>Extracted</b>
VI.01	Hợp đồng này dựa trên sự chấp thuận của Chính phủ nước nhập khẩu.	U6. T3. P1. pp.85
VI.02	Xét đến các giấy phép và hỗ trợ kỹ thuật được quy định trong Hợp đồng này, Công ty liên doanh phải thanh toán các khoản phí hỗ trợ kỹ thuật cho Bên A bằng đồng đô-la Mỹ.	U6. T3. P2. pp.85
VI.03	Xét đến các khoản thanh toán Bên Mua trả cho nhà cung cấp như đã đề cập dưới đây, Nhà cung cấp nay thoả thuận với Bên Mua rằng sẽ cung cấp hàng hoá và dịch vụ và sẽ khắc phục sai sót theo tất cả các điều khoản của Hợp đồng này.	U6. T3. P3 pp.85
VI.04	Dựa theo các điều khoản của Hợp đồng này, Nhà sản xuất đồng ý chịu sự ràng buộc của các điều khoản của Hợp đồng tiếp thị sau đây.	U6. T3. P4 pp.85
VI.05	Dựa theo khoản 17, sẽ không có bất kì thay đổi hay sửa đổi nào cho các điều khoản của Hợp đồng này ngoại trừ các sửa đổi bằng văn bản mà các bên đã kí.	U6. T3. P5 pp.86
VI.06	CHỨNG NHẬN DƯỚI ĐÂY, các bên liên quan phải thực hiện Hợp đồng này vào ngày, tháng, năm được đề cập lần đầu tiên trên đây.	U6. T3. P6 pp.86
VI.07	CHỨNG NHẬN DƯỚI ĐÂY, các bên liên quan đã cho viên chức hoặc đại diện đủ thẩm quyền kí kết Hợp đồng này thành 2 bản vào ngày đề cập ở trên.	U6. T3. P7 pp. 86
VI.08	Nếu có bất cứ sự khác nhau trong cách giải thích giữa bản tiếng Việt và bản tiếng Anh thì sẽ lấy bản tiếng Việt làm chuẩn.	U7. T2. P1 pp. 95
VI.09	Chúng tôi có thể bán được nhiều quần áo miễn là giá cả quý vị phải cạnh tranh.	U7. T2. P2 pp. 95
VI.10	Trừ khi có quy định say đây trong Hợp đồng, các nguyên tắc kế toán được áp dụng sẽ giữ nguyên như những năm trước.	U7. T2. P3 pp.95
VI.11	Yêu cầu bồi thường, nếu có, phải được chuyển qua fax trong vòng 14 ngày sau khi hàng hoá đến nơi.	U7. T2. P4 pp.96
VI.12	Bên Bán có quyền huỷ bỏ hợp đồng trong trường hợp Bên Mua không thanh toán. Bên Mua có quyền huỷ bỏ hợp đồng khi bên bán không giao hàng đúng thời hạn trong hợp đồng.	U7. T2. P5 pp.96
VI.13	Trường hợp giá nêu dưới đây của hàng hoá theo Hợp đồng giảm đồng loạt theo thị trường trước ngày giao hàng. Bên Mua sẽ được hưởng lợi từ việc giảm giá đó và có quyền thanh toán tiền hàng tại thời điểm hiện tại của thị trường.	U7. T2. P6 pp.96
VI.14	Nếu trường hợp bất khả kháng kéo dài hơn 60 ngày, thì Bên Mua có quyền huỷ Hợp đồng hoặc phần Hợp đồng chưa thực.	U7. T2. P7 pp.96

VI.15	Trường hợp sản phẩm hay bất kì bộ phận nào của sản phẩm không đạt tiêu chuẩn chất lượng theo kết quả kiểm tra, Nhà sản xuất phải thay thế miễn phí cho Bên Mua toàn bộ các bộ phận không đạt chuẩn.	U7.T2. P8 pp.96
VI.16	Trong trường hợp Hợp đồng chưa có hiệu lực vào ngày đó, Người Mua và Người Bán sẽ gặp nhau để thảo luận về việc thay đổi giá hoặc thay đổi phạm vi cung cấp và dịch vụ để có thể giữ nguyên giá do có sự tăng giá thiết bị và dịch vụ	U7. T2. P9 pp.97
VI.17	Trong trường hợp thông tin bị tiết lộ trái phép, Nhà phân phối phải nhanh chóng thực hiện tất cả các biện pháp cần thiết để thu hồi thông tin này nhằm ngăn chặn các tiết lộ trái phép kế tiếp, bao gồm cả việc khởi kiện để toà có biện pháp khan cấp tạm thời.	U7. T2. P10. pp.97
VI.18	Nếu Bên Mua không thanh toán khoản tiền bất kì khi đến hạn, Bên Mua phải trả cho Bên Bán tiền lãi quá hạn cho khoản tiền chưa thanh toán đó từ ngày tới hạn cho đến ngày thực trả với lãi suất 5% 1 năm. Khoản tiền lãi quá hạn đó phải được thanh toán theo yêu cầu của Bên Bán.	U7. T2. P11. pp.97
VI.19	Chủ thể của hoạt động đại diện cho thương nhân là bên giao đại diện và bên đại diện, trong đó cả bên giao đại diện và bên đại diện đều phải là thương nhân. Điều đó có nghĩa là nếu một trong hai bên không phải là thương nhân, hoạt động thương mại đó sẽ không được gọi là hoạt động đại diện cho thương nhân. Trong mỗi quan hệ đại diện, bên đại diện tiến hành các hoạt động thương mại với bên thứ ba với danh nghĩa, vì lợi ích và theo sự chỉ dẫn của bên giao đại diện.	U7. T2. P12. pp.98
VI.20	Hợp đồng đại diện cho thương nhân phải được lập thành văn bản hoặc bằng hình thức khác có giá trị pháp lý tương đương; nếu không, hợp đồng đại diện cho thương nhân không có hiệu lực. Bên giao đại diện và bên đại diện trực tiếp tham gia kí kết hợp đồng đại diện cho thương nhân. Hợp đồng đại diện cho thương nhân là một dạng hợp đồng uỷ quyền theo quy định của Bộ luật dân sự. Do đó, những quy tắc chung về kí kết hợp đồng quy định trong Bộ luật dân sự cũng sẽ áp dụng cho việc kí kết hợp đồng đại diện cho thương nhân	U7. T2. P13. pp.98
VI.21	Chủ thể của uỷ thác mua bán hàng hoá là bên uỷ thác và bên nhận uỷ thác, trong đó bên uỷ thác có thể là thương nhân hoặc không phải thương nhân, nhưng bên nhận uỷ thác phải là thương nhân. Bên nhận uỷ thác mua bán hàng hoá là thương nhân kinh doanh mặt hàng phù hợp với hàng hoá được uỷ thác và thực hiện mua bán hàng hoá theo những điều kiện đã thoả thuận với bên uỷ thác. Bên cạnh đó, bên nhận uỷ thác không được phép uỷ thác lại cho bên thứ ba thực hiện hợp đồng uỷ thác mua bán hàng hoá đã kí, trừ trường hợp có sự chấp thuận bằng văn bản của bên uỷ thác.	U7. T2. P14. pp. 99

## 2. Translate from English to Vietnamese

N0	Content	Extracted
EN.01	The titles to the Articles in this Agreement and in the said Exhibits are for reference only, not part of this Agreement, and shall not in any way affect the interpretation thereof.	U6. T1. P1 pp.79

EN.02	“Licensed Products” means the devices and products described in Schedule 1 annexed <b>hereto</b> together with all improvement, modification and development <b>thereof</b> .	U6. T1. P2 pp.79
EN.03	The Seller <b>hereby</b> warrant that the goods meet the quality standard and are free from all defects.	U6. T1. P3 pp.80
EN.04	The License <b>herein</b> granted is conditioned on Party B selling Licensed Devices at prices no more favorable than those followed by Party A.	U6. T1. P4 pp.80
EN.05	Any disputes with either party does not wish to refer to a Conciliation committee may then be submitted by the First Party to commercial arbitration as <b>hereinafter</b> provided.	U6. T1. P5 pp.80
EN.06	‘Products’ means any and all agricultural products or any products derived <b>therefrom</b>	U6. T1. P6 pp.80
EN.07	Before commencing the construction, the Contractor shall submit the plan and specifications <b>thereof</b> to the Owner for approval.	U6. T1. P7 pp.80
EN.08	When the Licensed Products are sold, the royalty <b>thereon</b> shall be paid one calendar month from the date of delivery.	U6. T1. P8 pp.80
EN.09	If any one or more of the provisions contained in this Contract or any document executed in connection <b>herewith</b> shall be invalid or unenforceable in any respect under <b>herein</b> , others shall not in any way be affected <b>thereby</b> .	U6. T1. P9 pp.81
EN.10	Party A agrees to pay Party B an amount <b>hereinafter</b> called royalty equal to 5% of the gross sales.	U6. T1. P10. pp.81
EN.11	The principle shall not assign or transfer any of its rights, obligations or liabilities <b>hereunder</b> without the express prior written consent of the General Agent.	U6. T1. P11. pp.81
EN.12	In the event of accident <b>whereby</b> loss or damage may result in a claim under this Policy, immediate notice must be given to our Agent.	U6. T1. P12. pp.81
EN.13	Party A shall make delivery of the goods in accordance with the above-mentioned arrangement.	U6. T1. P13. pp.81
EN.14	Party A grants Party B an exclusive license to manufacture products by using invention of <b>the said</b> letter of Patent.	U6. T1. P14. pp.81
EN.15	The licensee shall keep full and adequate books of account containing all particulars that may be necessary for the purpose of showing the amount of royalty payable to the Licensor. The <b>aforsaid</b> books of account shall be kept at the Licensee’s place of business.	U6. T1. P15. pp. 82
EN.16	This Contract <b>shall</b> come into force and effect thirty (30) days after the signing of this Contract. If this Contract has not become effective within sixty (60) days, either party may declare this Contract to be null and void. In the event of such a declaration, neither party <b>shall</b> have any claims against the other party with respect hereto.	U6. T2. P1 pp.83
EN.17	Any dispute, controversy or claim arising out of or relating to this Contract, or the breach, termination or invalidity thereof, <b>shall</b> be settled through amicable negotiation. In case no agreement can be reached through negotiation, the case <b>shall</b> then be submitted for arbitration. The location of arbitration <b>shall</b> be in the Country of the domicile of the defendant	U6. T2. P2 pp.83
EN.18	Any amendments to this Contract, or to any of the appendices annexed hereto, <b>shall</b> come into force only after a written agreement providing for such amendments has been duly signed by Party A, Party B, and Party C, and approved by the original examination and approval authority	U6. T2. P3 pp. 83-84

EN.19	This Contract <b>shall</b> be written in English and Vietnamese languages, with two originals and one copy for each side. This Contract <b>shall</b> come into effect from the date it is signed by the representatives of both sides. After the signing of the contracts, all the letters or telex <b>shall</b> become null and void.	U6. T2. P4 pp.84
EN.20	In the event the Seller for its own sake fails to make delivery of all the goods on time as stipulated in this Contract, the Seller <b>shall</b> pay a penalty to the Buyer. The penalty <b>shall</b> be charged at the rate of 5% of the amount of the delayed goods for every 5 days of delay in delivering the goods, however, the penalty <b>shall</b> not exceed 2% of the total value of goods involved in the late delivery.	U6. T2. P5 pp.84
EN.21	If a party fails to perform the contract or its performance of the contractual obligations does not conform to the agreed terms and thereby causes damage to the other party, the amount of damages <b>shall</b> be equivalent to the damage caused by the breach of the contract, including the obtainable gains from the performance of the contract.	U6.T2. P6 pp.84

### Appendix 2: Suggested question for semi-interview

1. What do you think about the role of online tools in your self-study time?
2. What do you do to ensure the answers done by online tools are exact?
3. What do you think about the role of lecturers and classmates in supporting your self-study effectively?