Exploring Challenges Encountered by Business-English Major Students in Translation of Business Contracts

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Abstract: This study aims at figuring out the challenges faced by business-English majored students at a Faculty of Foreign Languages of a university in Ho Chi Minh City, Vietnam when they translate business contracts from English into Vietnamese and vice versa. The study also proposes the techniques that may be employed to tackle these difficulties. The questionnaire and they are used in the study. The study results revealed the challenges that business-majored students face including vocabulary, grammar, teaching material, style, term equivalents, and cultural differences between the source and target texts. Techniques may be adapted to tackle these difficulties as reading all samples of business contracts in both English and Vietnamese, being familiar with professional knowledge of business English, availability of more business contract translation-specialized books, exercises and websites, and participation of teachers and experts on workshops related to business contract translation. Most importantly, students or those who would like to learn business contract translation should apply themselves to their studies of business contract translation and expose themselves to different business contracts texts and systems.

Keywords: Business-English majored students, business contract, business translation, translation-specialized books, faculty of foreign languages.

1. Introduction

Teaching translation is a challenging task, particularly for students with limited proficiency in the target language. Translating business contract materials is particularly challenging. However, teaching these students to translate is not insurmountable. Gile (2005, p. 70) argued that there are several possible benefits that students can get from the translation course, such as "comprehension of the process and of what professionalism entails in translation, stimulation, practice in analytical reading, and in independent decision-making and the students' level of interest in translation as an intellectual activity".

A business translation course is an obligatory subject for Business-English majored students at the Faculty of Foreign Languages (FFL). Most of these students encounter several challenges in translating business contracts due to various reasons. Guangcai (2021) found that since the reform and opening up, international contact has increased, particularly in business activity. Contracts are important in the trading process since they specify how things will be done and safeguard the interests of all parties involved through binding legal implications. As a result, business contract translation has become an important aspect in fostering the growth of international trade. The proper translation and essential elements of translation engaged in the business contract process are inextricably linked to the overall benefits of the contract parties' legal rights and duties. Nevertheless, to the best knowledge of the researcher, although quite a great deal of literature is available on legal contract translation, little work has been done on business contract translation challenges in the context in question. As a result, the importance of the current study arises from the fact that the findings will assist students in enhancing the quality of their translated business contracts. Moreover, there was a lack of information about challenges students faced when translating business contracts in this particular context. Therefore, this study strives to explore students' perceptions towards the challenges they encountered and to find ways to further improve their practice.

It is envisaged that the findings may be of great value to the translation sector and translation training programs throughout the country and the region. In line with this purpose, it is also targeted to promote the progress of teachers and students towards the translation of business contracts. With regard to the teaching-learning process, Schaffner (1998) claimed that translating and doing related exercises can help students learn a foreign language by boosting their vocabulary and developing their style, verbal agility, and comprehension. Thus, in respect of enhancing the quality of translating business contracts, this research will, to some extent, support both lecturers and students of the foresaid FFL in gaining insights into translation-related issues. In addition, teachers will timely exploit appropriate and feasible methods for students having trouble with business contract translation as well as those desiring to work in a translational environment in the upcoming years.

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2. Literature review

A. *Definitions*

1) *Translation*

To fulfill the purpose of investigating students' challenges in business contract translation, it is essential to gain a deeper understanding of the term "translation." There is a large variety of definitions pertaining to translation to understand their essence. Due to its great significance, translation has been interpreted in different ways

According to Catford (1965, p.20), translation is the replacement of textual material in one language (the source language) by equivalent textual material in another language (the target language). Newmark (1988, p.5) stated that translation is defined as the process of conveying a text's meaning into another language in the same way that the author intended. Ghazala (1995, p.1) stated that "translation is generally used to refer to all the processes and methods used to convey the meaning of the source language into the target language". Ghazala's definition emphasizes the importance of meaning in translation. In sum, translation is the process of transferring a text's meaning from the source language to the target language. Thus, understanding the meaning of the source text is vital to seeking the appropriate equivalents in the target text.

2) *Business contract*

With respect to the business contract, there are various concepts. A contract is a specific kind of agreement and can be defined as a legally binding agreement between two or more parties. The agreement creates legally enforceable rights and duties (Gubby, 2016, p. 160). Business contracts are an integral component of corporate transactions and legal processes. A business contract is an agreement made between two or more parties to perform or refrain from undertaking specific business activities (Milosevic et al., 1995). In the world of business, a contract is an important notion in the business law. It is a mutually binding agreement between two or more persons to execute or not perform specific acts. Businessmen often understand contracts as legal documents, designed by lawyers in order to protect firms against risks and prepare them for potential litigation in the worst-case scenario (Nysten-Haarala et al., 2010).

3) *Business contract translation*

The essence of translating foreign commercial contracts is to transfer the contract text under cultural control to the contract text influenced by another culture while keeping the original meaning. Translators frequently communicate with two different cultures while translating overseas commerce contracts, in addition to switching between two languages. Because diverse countries and ethnic groups have distinct historical traditions, development processes, customs, and ways of thinking (Kang et al., 2019).

B. *Review of previous studies*

Key studies on challenges encountered by students when translating legal texts in general and business contracts in particular will be reviewed and discussed to put this study into perspective and pinpoint the gaps in the existing relevant literature. Worldwide studies related to business contract translation challenges will be highlighted and discussed. The results of translators' perceptions will be compared, contrasted, and analyzed in light of the findings of relevant empirical studies.

Al Najjar (2011), in his study "Challenges that Novice Translators Encounter in Translating Contracts and Agreements in Jordan", explored challenges that novice translators encountered in translating contracts and agreements in Jordan. The researcher selected two samples, including twenty novice translators. One sample was selected from students who graduated and were seeking jobs with translation agencies chosen to take part in the study. The other sample included two translation and linguistics professors and three inexperienced translators. The researcher also conducted a test and semi-structured interviews. The results of the research revealed that novice translators faced four kinds of challenges when translating contracts and agreements. Particularly, these challenges are semantic-related (including mistranslations, comprehension-related errors, and referential errors), style-related (including misuse of capitalization, punctuation, formal and informal, and usage of special modal verbs like "shall"), grammar-related (including tenses and verb-subject agreement), and research-related challenges such as googling (using Google Translation software haphazardly). Furthermore, the researcher also revealed that inadequate legal translation training, research skills, knowledge of translation procedures, and access to specialized legal dictionaries might stand behind these challenges.

Ali (2016) conducted a study to evaluate Sudanese translators' perspectives on the problems and challenges they faced when translating legal contracts between English and Arabic. To meet the study's aims, quantitative methodology was utilized to collect data and interpret the results. A questionnaire was created and delivered to thirty-three Sudanese translation practitioners. Pilot research was conducted to assess and confirm the questionnaire's validity and reliability. Additionally, relevant literature was reviewed to identify gaps in this area and support the primary data-gathering method, a questionnaire. The study indicated that the most obvious problems are language-related, followed by style-related and culture-specific challenges. The study concluded with some relevant recommendations: First, legal contracts should be translated by well-trained and certified translators, and they should have a legal background so that it can help them do their jobs successfully. Second, workshops and training on legal translation should be held on a regular basis, and training should be one of the prerequisites for practicing and entering the legal translation sector. Furthermore, specific accreditation for legal contract translators should be carried out by professionals and qualified agencies. Furthermore, legal translation practitioners should collaborate with legal document drafters and lawyers to raise their awareness and cope with legal translation-related challenges.

Xue and Kang (2017) studied new and advanced approaches in translation - three-dimensional transformation of Eco-Translatology to analyze the problems in business contract

translation and put forward some corresponding measures to address such issues. The problems had been categorized into three dimensions, consisting of linguistic (vocabulary and grammar errors), cultural (different thinking modes and idiomatic expressions), and communicative dimension (misinterpretation of texts). Therefore, some suggestions had been offered to help translators to resolve the problems. Specifically, translators should properly select words based on their connotations and sentence structures, adapt to cultural changes, and strengthen their translating abilities to better meet the needs of this new era. No matter which methods the author uses in translating business contracts, proper selection and adaptation of the language and culture are inevitable.

In an exploration carried out by Chun-Ying (2019) on the language features and translation principles of business contracts. From the results of the study, the researcher identified that with the comprehension of the linguistic characteristics, the translation of business contracts is quite quick and precise. In contrast, the distortion of translation can lead to the fuzziness of the contract which can be easily exploited by commercial fraud to evade responsibility. Therefore, the accurate translation of business contracts will benefit contractual parties as well as the world of trade. To achieve a faithful translation of the contract and make the business activities carried out more effectively, this article will discuss it mainly from the perspective of lexical characteristics (including technical terms, modal verbs, formality and accuracy), syntactical features (complex sentences and active voice), and translation principles of the business contract (faithfulness, completeness, and expressiveness) to make it more accurate and boost international business trade. Furthermore, the researcher assumed that the translation plays a vital role in ensuring the interests of both parties; thus, one word may cause irreparable mistakes sometimes. As a result, the translator should have a high sense of responsibility and a meticulous work attitude to prevent the leakage of translation.

Zheng (2020) researched to analyze the language elements of international business English contracts and proposed important principles and recommendations for business contract translation. In his study, the researcher indicated that the language features of International business contracts include lexical features (usage of technical terms, synonyms, and rigorous words) and sentence features (usage of declarative sentences, long sentences, and passive voice sentences). Moreover, some essential translation principles are followed to make good translations in business contracts. Specifically, it consists of faithfulness to the original, expressiveness, and embellishment. In addition, there are also three appropriate translation techniques promoted in the article to apply, including the understanding of English cultures and expression habits, familiarity with professional knowledge of business English, and guarantee of the completeness of the contract.

Xinye & Jincheni (2021) conducted a study at University of Shanghai for Science and Technology in China entitled "A study on English-Chinese translation of business contracts based on the Functional Equivalence Theory". This study explored various characteristics and styles of business contracts

translation from English to Chinese depending on the functional equivalence theory which involves lexical, sentential and textual equivalence. According to this theory, translators must have a thorough understanding of the original material and its cultural context to perfect the contracts. In other words, using functional equivalence theory to translate business English contracts can improve accuracy, standardize translations, and prevent disputes and economic risks. Furthermore, some principles of translating business english contratcts are professionalism, accuracy and expression of numbers. Applying these principles not only reflects the professionalism and authority of the contracts, but also improves the efficiency and legitimacy of transaction activities.

Similarly, a recent study was investigated by Guangcai (2021) on Translation Techniques of Business English Contracts in International Trade at School of International Languages, Xiamen University of Technology, China. This article focuses on the three translation principles to make a good translation: accurate translation, smooth expression, and maintaining cultural differences. Additionally, three translation strategies are promoted: Maintain a rigorous framework, maintain precise terminology, and perfect the contract. In business contracts, the translators need to stick to three principles to perfect the contract. The translator must be very careful in transferring the meaning of the business contracts due to the fact that meaning plays a vital role in translation activity. If the translator is unable to extract the correct meaning from the original language, the translation will be misleading. Especially, in the world of business, mistranslation or ambiguity of translation may result in unclear rules of the parties' obligations and rights. As a result, the contractual parties could intentionally or unintentionally exploit a contractual loophole to avoid responsibility and obligation, which would lead to a dispute. The distortion of translation can result in contract ambiguity and uncertainty, which business fraud can easily exploit to avoid liability. Thus, it may deteriorate foreign relations and trade.

Apart from the studies associated with the translation of business contracts all over the world, some of the researches related to legal contracts translation will be discussed to give this study into perspective because legal aspects have a special relationship with the business contracts field.

Adam (2022) conducted an Ph.D. thesis at Sudan University named "Analyzing Semantic Challenges Encountered by MA Students of Translation in Rendering Legal Contracts". This research analyzed the challenges encountered by the students when translating the legal texts applying two main instruments (questionnaire and test), especially he paid special attention to contracts. Furthermore, this study focused on the techniques employed to tackle such difficulties. The study's results revealed that the challenges that translators faced include differences in legal concepts across legal systems, doublets, words with multiple legal meanings, archaic words, Latin and French words, the absence of legal equivalents, cultural differences between the source and target text communities, and translators' lack of knowledge and proper training. The paper suggests several strategies to address these challenges,

including literal translation, descriptive equivalents, borrowing, and comparing legal systems. The researcher also discovered that semantic challenges could result in serious legal complications such as the loss of clients' rights or legal disputes in courts.

It is apparent that business contracts work as a vital tool to stipulate how things go, facilitate the world of trade, and protect the legal interests of the related parties in commercial transactions. Therefore, the proper translation of the business contract is a significant factor in boosting economic growth and benefiting the related parties. As a result, the translation of business contracts requires preciseness, techniques, and principles. Various researchers from different countries carried out studies on this topic. Nevertheless, most of the previous investigations focused on language techniques and translation principles. Furthermore, the language of translation is between Chinese and English. In this study, the authors concentrate on the new aspect of business contract translation, to be more specific, the challenges in translating business contracts from English into Vietnamese and vice versa. The researchers hope that this study will be beneficial to both teachers and students in figuring out the main challenges in translating business contracts and adopting translational strategies to enhance their quality of translation and boost their academic results.

3. Methodology

A. Research Questions

In order to fulfill the objectives stated above, this study is structured to seek the answers for the following questions:

1. What challenges do business-English majored students face when translating business contracts?
2. What are the possible strategies that can be offered to help them overcome challenges in the translation of business contracts?

B. Participants

As a means of achieving the study's research goals, the population of the study comprises Business-English majored juniors and seniors of such FFL. The sample consists of about 81 students selected randomly from the entire population. All of the participants are from Business Translation course; thus, they have been instructed under the same educational system. As a result, the selected groups of participants are relatively homogenous in educational level and linguistic background.

C. Instruments

In provision for collecting data, the researcher opts to employ two kinds of instruments, including questionnaire and interview.

1) Questionnaire

The predominant instrument of this research is a questionnaire consisting of a five-point Likert scale ranging from strongly disagree to strongly agree of 16 items to accomplish the aims as set above. Specifically, 16 items in the questionnaire focus on four main challenges, which are vocabulary (items 1 through 4), grammar (items 5 through 8), materials (items 9 through 12) and style (items 13 through 16).

There are two versions of the questionnaire. In more details, the Vietnamese version was designed and allocated to the participants to complete the questionnaire. The results will be anonymous, kept confidential, and used solely for this study. Hence, it helps students engaging in this study, to some extent, feel secure to expose their own perspectives in the questionnaire.

2) Interview

Along with the questionnaire, to divulge deeply into this issue from different facets, the researcher decided to carry out interviews with third-year students and fourth-year students studying at the FFL. All of them were asked one main question about their challenges in translating business contracts. With the aim of collecting and analyzing data conveniently, the participants' responses will be recorded during the period of interviews under participants' permission. Moreover, the location and time for interviews were arranged appropriately and conveniently for the interviewer and interviewees. The students are allowed to express their own viewpoints in Vietnamese so that the participants feel comfortable, avoid unexpected misunderstandings and the researcher is able to obtain the best outcomes.

D. Data collection and analysis procedure

1) Data collection

The data collection was carried out in the third and fourth week of April 2024 consisting of the following steps. 100 questionnaires were delivered to participants and the responses were gathered back. In an attempt to guarantee that students fully understood the aim of this research and all items included in the questionnaire were objectively filled out, the researcher had obviously stated the purposes of the research along with the anonymous and confidential rules before they engaged in the investigation. In the week of data collection through the questionnaire, the researcher followed up on participants' responses and summarized them at the end of the date gathering back their results. Simultaneously, interviews with five students selected by convenience sampling from the sample were conducted to gain insight into students' challenges in the translation of business contracts. Then, the researchers gathered all the results.

2) Data analysis procedure

After accomplishing the data collection procedure, the researchers embarked on sorting data collected from two instruments including questionnaires and interviews, respectively. More specifically, with reference to results gathered from the 16 items, the researcher employed Microsoft Excel to analyze data. To be specific, statistical analysis was utilized and converted into percentages. After the completion of this step, quantity statistics for ultimate results were put in tables according to the sections mentioned to interpret easily. The analysis of items was demonstrated in an appropriate order, being subject to researcher's intention. Concerning interviews, the researcher only used some qualitative data, embracing striking ideas in expectation of supplementing and cross-validating information of the questionnaire.

4. Data Analysis and Results

A. . Results from the Questionnaire

1) Student's perceptions of challenges in BCT

In terms of vocabulary-related challenges, participants expressed various points of view through 4 items.

In response to item 1 in the questionnaire, the proportion of respondents who agreed that archaism was a significant difficulty in translating business contracts was 72.84%, whereas merely only 8.64% of participants disagreed with this item. This is supported by Zhu and Wu's (2011) view that the use of archaic words contributes to the formality of English for business contracts, as well as the accuracy of the text, preventing misinterpretation or ambiguity. Archaic words make the texts rather concise and accurate. At the same time, they make the contracts difficult to comprehend because they are rarely used in everyday life.

By contrast, regarding item 2, 39.5% of respondents believed that it was challenging for them to translate doublets and triplets when translating business contracts from English to Vietnamese. Whereas, 29.63% "disagreed", and 30.86% held no opinion. This is consistent with Zheng's (2020) findings: "Accuracy is a prominent feature of business English contracts, but many English and Chinese words have polysemy. To avoid causing differences in the meaning of words, the sentence expression is unclear, and both parties misunderstand the contract, the business English contract often uses one or several pairs of synonyms for some keywords in the draft, to reduce loopholes and disputes, and ensure that the content expression is accurate and not misinterpreted, which also reflects the sophistication and seriousness of the contract."

Item 3's results showed that 64.19% of students claimed that the enormous challenge they encountered was technical terms. However, the percentage of people who did not agree with this item was 18.52, which was slightly higher than the figure for respondents who remained neutral (17.28%). This is supported by Hargitt's (2013, p. 427) view that the genesis of legal language terms is mostly Latin, making it even more challenging and less accessible.

Concerning item 4, 37.04% of the respondents agreed that

Table 1
Student's perceptions of vocabulary-related challenges in BCT

Challenges	Items	Levels of agreement	Frequency	%
Vocabulary	I find it difficult to translate archaic words	Strongly disagree	3	3.70
		Disagree	4	4.94
		Neutral	15	18.52
		Agree	43	53.09
		Strongly agree	16	19.75
	I find it difficult to translate doublets and triplets	Strongly disagree	2	2.47
		Disagree	22	27.16
		Neutral	25	30.86
		Agree	25	30.86
		Strongly agree	7	8.64
	I find it difficult to translate technical terms	Strongly disagree	2	2.47
		Disagree	13	16.05
		Neutral	14	17.28
		Agree	40	49.38
		Strongly agree	12	14.81
	I find it difficult to translate phrasal verbs	Strongly disagree	2	2.47
		Disagree	13	16.05
		Neutral	36	44.44
		Agree	22	27.16
		Strongly agree	8	9.88

Table 2
Student's perceptions of grammar-related challenges in BCT

Challenges	Items	Levels of agreement	Frequency	%
Grammar	I find it difficult to translate modal verbs	Strongly disagree	10	12.34
		Disagree	34	41.98
		Neutral	23	28.40
		Agree	9	11.11
		Strongly agree	5	6.17
	Tenses cause me difficult to translate	Strongly disagree	8	9.88
		Disagree	32	39.51
		Neutral	25	30.86
		Agree	12	14.81
		Strongly agree	4	4.94
	Nominalization causes me difficulty in translating	Strongly disagree	5	6.17
		Disagree	30	37.04
		Neutral	28	34.57
		Agree	15	18.52
		Strongly agree	3	3.70
	Conditional clauses cause me difficulty in translating	Strongly disagree	6	7.41
		Disagree	22	27.16
		Neutral	34	41.98
		Agree	13	16.05
		Strongly agree	6	7.41

they found it difficult to translate phrasal verbs, while below half of that (18.52%) disagreed with the statement. Surprisingly, 44.44% of participants remained neutral when being asked about the difficulty in translating phrasal verbs, much higher compared to the figures for the responses "disagree" and "agree".

As for item 5, merely 17.28% of the respondents agreed that translating model verbs was one of the challenges that they faced in business contracts translation, whereas 54.32% "disagreed" and 28.40% said "not sure". It is pretty apparent that the majority of the respondents believed that translating model verbs is not a major problem for them.

Regarding item 6, only 19.75% of the participants believed that translating tenses used in business contracts created difficulty for them when translating from English to Vietnamese. On the other hand, 49.39% reported "disagree" and 30.86% remained neutral. It is quite evident that tenses used in business contracts are not a source of difficulty for these particular respondents.

In response to item 7, 22.22% of the respondents claimed that

nominalization rendered them difficulty in the translation of business contracts from English to Vietnamese, however, the percentages of students responding "disagree" and "remain neutral" were 43.21% and 34.57% respectively.

Concerning item 8, 23.46% of the respondents approved that conditional clauses were challenging for them when translating business contracts from English to Vietnamese. Nevertheless, 34.57% of students "disagreed" and 41.98% reported "not sure". It could be argued that conditional clauses are not a major issue for a considerable number of the respondents, but it is still a source of challenge for some of them.

In regard to item 9, whilst 43.21% of students hold the strong belief that they encountered difficulty in seeking business contracts translation-related resources on the Internet, in libraries, or bookstores, the figures for people who disapproved and remained neutral accounted for 34.57% and 22.22% respectively.

As for item 10, 55.56% of students responded: I find it difficult to find business contracts translation-specialized dictionaries. Yet, 24.69% of respondents did think that these

Table 3
Student's perceptions of material-related challenges in BCT

Challenges	Items	Levels of agreement	Frequency	%
Materials	I find it difficult to find business contracts translation-related resources on the Internet, in the libraries or in bookstores	Strongly disagree	6	7.41
		Disagree	22	27.16
		Neutral	18	22.22
		Agree	23	28.40
		Strongly agree	12	14.81
	I find it difficult to find business contracts translation-specialized dictionaries	Strongly disagree	5	6.17
		Disagree	15	18.52
		Neutral	16	19.75
		Agree	28	34.57
		Strongly agree	17	20.99
	Lack of doing exercises about business contracts translation is a factor leading to my difficulty in translating	Strongly disagree	5	6.17
		Disagree	16	19.75
		Neutral	30	37.04
		Agree	23	28.40
		Strongly agree	7	8.64
	Business contracts translation-specialized books of university curriculum are insufficient	Strongly disagree	4	4.94
		Disagree	10	12.35
		Neutral	25	30.86
		Agree	31	38.27
		Strongly agree	11	13.58

Table 4
Student's perceptions of style-related challenges in BCT

Challenges	Items	Levels of agreement	Frequency	%
Style	Sentence length and complexity cause me difficulty in translating	Strongly disagree	0	0
		Disagree	9	11.11
		Neutral	14	17.28
		Agree	39	48.15
		Strongly agree	19	23.46
	Impersonal pronouns cause me difficulty in translating	Strongly disagree	7	8.64
		Disagree	21	25.93
		Neutral	21	25.93
		Agree	27	33.33
		Strongly agree	5	6.17
	I find it difficult to translate passive sentences	Strongly disagree	3	3.70
		Disagree	33	40.74
		Neutral	29	35.80
		Agree	13	16.05
		Strongly agree	3	3.70
	I find it difficult to translate culture-based expressions	Strongly disagree	2	2.47
		Disagree	4	4.94
		Neutral	22	27.16
		Agree	34	41.98
		Strongly agree	19	23.46

materials were the challenges for them to translate business contracts from English to Vietnamese and 19.75% of students had no idea about this difficulty. Consequently, it is clear that the results reflected that a huge number of respondents faced the challenges related to seeking translation-specialized dictionaries in the field of business contracts. Translation difficulty is also caused by the absence of a legal and commercial English-Vietnamese dictionary. Since most of the legal and business terms and expressions are fixed and conventionalized, there is a need for a dictionary that provide the functional equivalents in both languages.

In response to item 11, 37.04% of students agreed that the insufficiency of exercises about business contracts translation was a factor leading to their difficulty in translating and this figure was also true for those who remained neutral in their opinion. However, 25.92% of participants disapproved of this item.

Concerning item 12, 51.85% of respondents said that business contracts translation-specialized books of university curriculum are insufficient, leading to their challenge in translating. This figure was over three times higher than that of students who disagreed with this statement (17.29%). Moreover, 30.86% of students did not have an idea whether "agree" or "disagree".

As for item 13, whereas the majority of respondents (71.61%) claimed that sentence length and complexity cause them difficulty in translating business contracts from English to Vietnamese, the respective figures for students who disagreed and remained neutral with this item were only 11.11% and 17.28%. This corroborates with Xinyu and Jincheng (2021) that business English contracts frequently contain long and complex sentences. Many English sentences in international business contracts are complex or compound sentences. This is with a view to ensuring logical and semantic clarity and reducing misunderstandings and ambiguity. In English, the sentences are relatively long, and a large number of complex sentences and long sentences are used in the foreign contract. These long sentences generally contain clauses, clause phrases, etc., which create certain difficulties in understanding and translation (Kang et al., 2019).

Regarding item 14, 39.50% of students said that impersonal pronouns made it challenging for them to translate business contracts from English to Vietnamese, while 34.57% of respondents disagreed with this statement, and 25.93% of students remained neutral in this regard in their responses.

Concerning item 15, merely 19.75% of respondents agreed that passive voice was the challenge for them to translate business contracts; however, the higher proportion of students disagreeing with this statement was 44.44% and 35.80% of respondents remained neutral. It is quite clear that passive sentences are not the major problem for students translating business contracts from English to Vietnamese.

In response to item 16, most of the respondents found it hard to translate culture-specific expressions from English to Vietnamese, at 65.44%, which was roughly ninefold higher than the figure for students who responded otherwise (7.41%). Furthermore, 27.16% of students were not sure about this

challenge. This lends support to the view of Guangcai (2021) that language, an integral aspect of culture, expresses cultural backgrounds and customs across countries and regions. When translating business English contracts, translators should consider cultural and language differences to protect both parties' interests.

To sum up, all the previous extracts illustrate some of the main challenges in translating business contracts from English to Vietnamese. Vocabulary-related, material-related, and style-related factors could be the major challenges. It is worth mentioning that, the above-mentioned reasons are consistent with other findings in the literature, such as Chun-Ying, 2019; Xinyu & Jincheng, 2021; Guangcai, 2021; Ali, 2016; Al Najjar, 2011; Adam, 2022.

B. Results from the interviews

Interviewees were asked one main question during the interview about some challenges encountered by the students. All the students were coded from S1 to S5 to ensure students' confidentiality. The whole responses are attached in Appendix D.

In general, the results from the interview are consistent with the findings from the questionnaire about students' difficulties. However, there are some novel perspectives found in the course of interviews. One the one hand, some students expressing their own perspectives which resembled the questionnaire claimed that grammar was the difficulty that they encountered (S1, S2). The majority of students said that they found it hard to translate vocabulary including archaic words, doublets, technical terms (S2, S5). On the other hand, students held a different answer to the questionnaire. Below are some responses from the participants expressing their distinct challenges in translating business contracts:

- S1: The difficulty when I translated from English to Vietnamese was that business contracts language required shortening and academically literal meaning
- S2: I encountered some challenges when learning Translation Course. I found it very difficult to fully understand the exact content that needed to be conveyed during business translation. For words and languages, it is difficult to find exact equivalents between Vietnamese and English. Finally, I had difficulty translating it into Vietnamese while still maintaining the formality and professionalism of the original document.

This opinion corroborates with Chun-Ying's (2019) study findings that words in business contracts are professional with its complex sentences and advanced vocabulary, which are very difficult to understand. A contract is a written document that can bind the two parties. Its features are accuracy and rigorous. So if it can't be understood or expressed precisely, the two parties will get in dispute and be difficult to solve problems.

- S4: I personally encountered many difficulties in translating business contracts from English to Vietnamese. Firstly, I feel that finding exact equivalent legal terms is very difficult because each legal system will have its own terms and concepts.

Second, linguistic nuance is also an issue that I have a lot of trouble with because it is very difficult to translate without losing the original intention of the text, requiring extreme care and careful consideration in word choice. And next, cultural differences and different business practices also complicate the translation process, requiring a deep knowledge of both the contexts of the two translations. In short, I feel these challenges require a high level of expertise in languages and legal systems to create an accurate and legal translation. This is supported by Guangcai's (2021) view that translation is converting information in one language into information in another language. It encompasses not only the mutual conversion between two languages, but also the exchange between two cultures. Because of the cultural disparities between countries and regions, language, as an indispensable component of culture, represents the cultural background and customs of the associated countries. As a result, when translating corporate English contracts, translators must fully comprehend the distinctions between different cultures and language settings. They must also limit the impact of cultural variances in order to effectively protect both parties' trade interests. Translators should notice the discrepancies in the language expression and business thinking in various countries, and strive to maintain the equivalence of language between different countries so as to avoid deviation of understanding.

Xue and Kang (2017) discovered that cultural differences may cause problems to both sides. There are two major reasons to the cultural problems. One is the different thinking modes, the other is the different idiomatic expressions. Due to stubborn negative transfer of the different thinking modes in Chinese and English, translators often get confused with them, and sometimes are in a dilemma when translating business contracts. For example, in Chinese language, subjects are usually the human beings, while in English, the abstract concepts are often the subjects, which may cause problems in the translation of business contracts.

Furthermore, it is also consistent with Xinyu and Jincheng's (2021) findings that translators need to accurately understand the meaning of the original text, grasp and understand the connotations of different cultures. Moreover, this corroborates with Karjo's (2015) statement that legal English material is far more difficult to translate than regular English writing since it deals with identifying the relevant legal terminology in the target language as well as transferring meaning.

In brief, the interviews provided more detailed insight into students' challenges, which are compatible with the findings collected from the questionnaire. These findings again prove the students' different challenges in translating business contracts, specifically difficulties related to grammar, vocabulary, materials, and style. The interviews proved that there are not only four main challenges mentioned in the questionnaire, but also several new challenges unraveled through the interviews. A noticeable challenge is the equivalent terms, which students found challenging to find and translate. Another outstanding difficulty is the deep understanding of the exact content to be conveyed, culture-related differences, different business practices, and expertise in languages and business contract systems to create an accurate and legal translation, which causes students difficulty in translating.

A close look at the above-mentioned respondents' views could be argued that these challenges whether grammar-related, vocabulary-related, materials-related, or style-related have a great impact on the quality of the business contract translation. It appears that these issues reduce the quality of translated texts and distort the meaning of the entire document or contract. Therefore, students who translate business contracts need to exert their efforts and put their supreme attention into these challenges by addressing them using the appropriate strategies.

C. Possible strategies to help students to overcome these challenges

Based on the findings of the current study, some feasible strategies could be adopted to support students in overcoming the challenges in translating business contracts from English to Vietnamese and vice versa.

1) Regarding vocabulary

Students should read all samples of standard contracts or business contracts texts in the source language and target language and try to learn the standard clauses and technical terms which are used in all or say most of the business contracts. Besides, reading agreements, laws, and regulations in both English and Vietnamese is an essential part in finding technical terms and translating exactly.

Being familiar with professional knowledge of business English. Compared to ordinary, it is more complicated to translate international business contracts. Not only should the translators have a deep understanding of both languages, but also be very familiar with business knowledge. A business contract can be designed in many aspects, such as an international trade contract, in addition to knowledge of international trading, it may also relate to accounting, insurance, law, international exchange, and international commercial law. In order to accurately translate international business English contracts, one must first read books related to international trade, and be familiar with relevant national laws and regulations, etc. Hence, translation of international business English contracts requires a certain language foundation and English expression ability as well as professional knowledge in the field of business.

2) Regarding grammar

Students should learn the meaning of tenses in business contracts because their misuse may lead to serious consequences physically as well as mentally. Specifically, there are lots of tenses in English, and sometimes they are used together, so it is complicated. However, Vietnamese verbs have no tenses at all.

For the sake of clarifying some rights and obligations, lots of modal verbs are constantly employed in business English contracts, but they need to be used with caution because they have unique meanings in different contexts. Among them,

"shall" and "may" are used frequently. Among them, shall means "should, must", with a strong tone, highlighting the positive and unambiguous meaning. There is no future tense here, which may lead to ambiguities if the translation is not handled properly. "May" is often used in a contract to mean "right", "power" or "privilege".

3) Regarding materials

First of all, training courses for students should be made available to keep up with changes in the translation of business contracts, and exams for accrediting students should be run even after they get their titles.

Secondly, using the appropriate business contracts translation dictionaries whether print or electronic dictionaries help students deal with legal translation problems in general and challenges of business contracts translation in particular.

Additionally, universities should add more samples of business contract texts and provide more business contract translation-specialized books and exercises in their curricula, facilitating the process of seeking and learning on the student's own; training institutes for students who have studied Translation Course in universities should be established.

Furthermore, our Vietnamese websites are often inferior in comparison to English websites; so, the availability of English-Vietnamese translation websites in the field of commercial contracts will greatly benefit students' translations.

In addition, conducting business contract translation workshops by experts on how to use current business contracts translation strategies and more exposure to guidance by professionals will help much in improving the quality of translation.

4) Regarding style

When translating a long sentence in a business contract, the first stage is to fully understand the logical relationship between the sentence's numerous components; the second step is to properly segment them and sort out the important components. In the process of translation, the translator generally focuses on the main elements of the sentence, and, if necessary, changes the word order and recombines them in accordance with the rules of Vietnamese expressions.

Students should read business contract samples "English and Vietnamese" and must try as much as they can to learn by heart and use business contract terms am expressions. Besides, having broad knowledge and background in areas of law, courts, disputes, arbitrations, civil and criminal procedures as well as the commercial sector is of great help . Students also must get themselves educated and cultured in such areas.

Understanding English culture and expression habits. No matter what language people use, they will choose the way they are accustomed to expressing themselves. Therefore, in business contracts, it is necessary to pay attention to understand English cultural customs and expression habits, otherwise some Vietnamese expressions will appear, which will make people laugh or distort the meaning and destroy the cooperation between the two parties. For example, in English, the first name is placed before the last name while in Vietnam it is the opposite.

D. Conclusion

In summary, it is evident that students encountered a great deal of difficulties when translating business contracts from English to Vietnamese consisting of grammar, vocabulary, materials, and style. Based on the findings of this study, vocabulary and material are the biggest challenges that students have faced with. Consequently, the legal translation in general and BCT in particular require regular training for students in order to respond to the difficulties presented by the nature of business contracts texts and contracts. It is recommended that pre-career trainings on business contract translation diverse issues are important for not only students but also potential translators or scholars interested in this field. Translation of business documents contains many inherent difficulties. Students have to be aware of the fact that this type of translation is burdened with both the intricacies of literary translations and technicalities. Students should have a deep understanding of the original text as well as full knowledge of how to deal with intraspecific terminologies. Students must be careful not to alter meaning. Therefore, translation of business contract documents requires more precision and care. Understanding the business contracts text is a key factor in successful translation. However, the nature of business contract terms and discourse makes it incomprehensible and difficult for students to translate. But the in-depth-knowledge and awareness of business contract translation can help in this regard.

5. Conclusion and Recommendation

A. Conclusions

The study findings showed that most of the Business-English majored students at the foresaid FFL have encountered challenges in translating business contracts from English to Vietnamese. The researcher used two instruments in this study: a questionnaire and interviews. In addition, the sample consists of about 81 students engaging in the questionnair and 5 of them participating in the interviews. It is worth noting that most students have faced difficulties related to grammar, vocabulary, materials, and style. Astonishingly, some other challenges coincidently are discovered through the interview, namely equivalent terms, or insight into exact content needed to be conveyed, culture-based and business practices difference, and knowledge in language as well as legal systems. All of these difficulties cause students difficulty in translating business contracts from English to Vietnamese and Vietnamese into English. As a result, the researcher proposed some techniques for overcoming these challenges, such as reading all samples of business contracts in both English and Vietnamese, being familiar with professional knowledge of business English, having access to more business contract translation-specific books, exercises, and websites, and participating in workshops organized by teachers and experts related to business contract translation. It is expected that the findings will be extremely beneficial to the translation business and translation training programs throughout the country and area. This research may benefit teachers and students as well as business contract translators and scholars interested in translation studies.

Hopefully, this study may have practical implications for improving business contract translation pedagogy, translation syllabus and textbook designers, and translation teachers.

B. Recommendations

1) For students

Besides seeking support from the school which provides them with a great deal of materials throughout translation, or from translation websites, or masters of business contracts language, the students need to apply themselves to their translation documents. This is because regardless of what problem it is, the practice will pay off. Translation needs practice, reading, and keeping up-to-date with the websites because some terms and expressions students cannot find in any dictionary and even in Google translation or any site that can translate; sometimes students need to bring a suitable translation for a phrase or a word not found in dictionaries.

In addition, students need to familiarize themselves with business contracts systems of both the source and target languages before they start translating business contract documents as the business contract systems vary from one country to another even if they speak the same language.

2) For further study

The investigation of business contract translational problems is too wide area to be covered by such a small-scale research. The results of this study can be seen as illustrative rather than conclusive and cannot be generalized due to the limitations. A larger and in-depth research is, therefore, needed to fill the immense gap in this area. Moreover, the time schedule for conducting this paper is limited.

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