

# Exploring The Relationship Between Moot Court Participation and Legal English Proficiency

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# Exploring The Relationship Between Moot Court Participation and Legal English Proficiency

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## ABSTRACT

This study investigated the potential association between moot court participation and legal English proficiency among law students in a non-native English-speaking context, specifically at Hanoi Law University (HLU) in Vietnam. Employing a mixed-methods design, quantitative surveys were administered to 60 international trade law students who had participated in moot court activities, while semi-structured qualitative interviews were conducted with 15-20 of these participants to explore their experiences, perceptions, and motivations. Findings suggest an association between moot court involvement and perceived improvements in legal English skills, with participants reporting enhanced confidence in legal communication (mean score 4.00 on a 5-point scale) and a statistically significant difference in proficiency scores across participation levels (ANOVA:  $F(2,57)=50.68$ ,  $p<.001$ ). However, results rely on self-reported data and correlational analyses, limiting causal inferences, and findings may not generalize beyond HLU. The study recommends targeted integration of moot court into legal English curricula, provision of support resources, and further research with objective measures to enhance skill development.

Keywords: Relationship, Legal English proficiency, Moot court, Hanoi Law University

## INTRODUCTION

According to [Johnson \(2018\)](#), moot court competitions are fundamental components of legal education, providing students with a dynamic opportunity to enhance their oral argument and legal reasoning abilities. Despite the recognized importance of moot court participation and legal English proficiency in legal education, previous studies have largely overlooked their interrelation, particularly in non-native English-speaking contexts like Vietnam. Existing research, such as that by [Knerr et al. \(2001\)](#), highlights a general lack of empirical evidence on the benefits of experiential learning techniques, but fails to specifically investigate how moot court simulations influence legal English skills among non-native speakers. This gap leaves educators without targeted insights into optimizing language acquisition through practical activities in globalized legal settings. This study is needed to bridge this void, providing evidence-based guidance for integrating experiential methods into curricula where English is not the primary language, thereby enhancing student preparedness for international legal practice. By focusing on Hanoi Law University students, it offers new contributions through mixed-methods analysis of motivations, perceptions, and measurable associations, informing tailored educational strategies.

To examine how students' involvement in moot court competitions can enhance their proficiency in legal English through an analysis of their experiences and results, the study also aims to provide insights into the challenges students face in navigating moot court competitions in a non-English-speaking academic environment. Through a comprehensive examination of these factors, this study offers valuable implications for legal education and language acquisition in the globalized legal landscape. This study addresses the following questions: (1) *What motivates Hanoi Law University students to participate in moot court*

activities? (2) How do participants perceive the role of moot courts in enhancing their legal English skills? (3) Is there a measurable correlation between moot court participation and improvements in legal English competency?

#### **Perceptions of Moot Court in Enhancing Legal English Skills**

Participants' perceptions of the role of moot court in enhancing their legal English skills are crucial for understanding the perceived value and effectiveness of these activities. The existing literature suggests that moot court competitions offer valuable opportunities for students to improve their legal English proficiency through immersive and practical learning experiences (Mackenzie, 2020). By engaging in oral arguments, drafting legal briefs, and interacting with judges and peers, students can develop their language skills in a legal context, thereby enhancing their ability to communicate effectively in English in the legal profession (Manning & Durie, 2020).

In the context of language acquisition, Krashen (1982) suggested that learners acquire language most effectively when they are exposed to comprehensible input that is slightly beyond their current level of proficiency. This theory highlights the significance of providing legal English learners with materials and experiences that challenge them just enough to facilitate learning without causing overwhelming difficulty, a balance that moot court activities can achieve. Moreover, Shulman's (2005) work on the significance of simulation in legal education offers insights into how such experiential learning methods, including moot courts, can bridge the gap between theoretical knowledge and practical application, enhancing both legal skills and language proficiency. Shulman argues for the importance of signature pedagogies, such as moot court, that are characteristic of professional education because they outline the fundamental ways in which future practitioners are educated in their profession's principles and skills.

A critical comparison of these studies reveals notable differences, strengths, and limitations. Krashen (1982) provides a foundational theoretical framework for language acquisition applicable broadly, including to legal English, with its strength lying in emphasizing input-based learning that moot courts can operationalize; however, its limitation is its generality and age, lacking empirical data specific to professional or non-native contexts, potentially overlooking cultural and disciplinary nuances. In contrast, Shulman (2005) shifts focus to pedagogical structures in professions, offering a strength in conceptualizing moot court as a "signature pedagogy" that integrates theory and practice, but it is limited by its broad scope across disciplines, without deep exploration of language proficiency gains or quantitative evidence. Mackenzie (2020) and Manning & Durie (2020), being more recent, differ by providing targeted insights into legal English enhancement through practical moot court elements like advocacy and interaction; their strengths include relevance to modern global legal education and illustrative examples, yet they share limitations in relying on qualitative observations rather than rigorous empirical comparisons, and may not fully address challenges in non-English-dominant settings like Vietnam. Overall, while Krashen and Shulman offer robust theoretical bases, Mackenzie and Manning & Durie contribute practical applications, but the collective body lacks comparative empirical studies, underscoring the need for integrated analyses like the present one.

Furthermore, moot court activities provide a platform for students to receive feedback on their language use and refine their communication strategies, contributing to the continuous improvement of their legal English competencies. By examining participants' perceptions of the role of moot court in enhancing their legal English skills, this study aims to

assess the effectiveness of moot court activities as a language learning tool and identify areas for improvement in language learning at Hanoi Law University.

#### ***Moot Court Activities at Hanoi Law University***

While the specific literature directly addressing moot court activities at HLU may be limited, broader research on moot court competitions in legal education provides valuable context. Moot court activities are widely recognized as an important component of legal education, promoting the development of advocacy skills, critical thinking, and substantive legal knowledge (Hewitt & Asquith, 2019). Moot court is a type of teaching where students, with the help of their teachers, pretend to be judges, prosecutors, lawyers, parties to the case, and other people involved in the litigation. They use real court trials as a guide to act out the hearing of a certain case (Wei, 2000). Participating in moot court competitions at HLU allows students to gain practical experience in applying legal principles to real-world settings, thereby closing the gap between academic knowledge and practical skills. Research indicates that moot court exercises have a considerable impact on student involvement, motivation, and learning outcomes. Moreover, participation in such competitions can enhance students' confidence in their legal abilities and foster a deeper understanding of substantive legal concepts (Manning & Durie, 2020).

At HLU, moot court competitions have consistently played a crucial role in the legal curriculum, providing students with an invaluable opportunity to cultivate practical legal proficiencies, such as oral advocacy and legal reasoning. In the past five years, from 2018 to 2023, the Faculty of International Trade Law, Hanoi Law University has actively hosted and co-hosted a number of prestigious moot competitions, contributing to the legal community's development and providing invaluable opportunities for aspiring legal professionals. In 2018, HLU hosted the International Arbitration Competition, setting the stage for a series of high-profile legal events. In 2019, HLU collaborated with the International Law Association to co-host the FDI moot competition. However, the global health crisis caused by the Covid epidemic led to a temporary suspension of competitions during 2020-2021, as the situation grew complicated and public health concerns took precedence. In 2022, HLU resumed its role and co-hosted the International Commercial Mediation Competition with the VMC under the Vietnam International Arbitration Center. Continuing this trajectory, 2023 marked another significant year, with HLU co-hosting The Asian Moot 2023 competition alongside the ASEAN Law Association and Vietnam Lawyers Association (VLA), fostering legal expertise within the ASEAN community.

In addition to the moot court competitions organized and co-organized by HLU, the HLU School of Youth Union and the Faculty of International Trade Law also received many applications to participate in Willem C. Vis East International Commercial Arbitration Moot competitions (VIS EAST MOOT) at other universities in the world, such as Hong Kong, Japan, etc. In 2023, the International Trade Law Faculty team successfully reached the final round of the international competition, The ASEAN Moot 2023" in Malaysia. Although moot court activities undeniably provide a number of advantages, their implementation at HLU might also trigger challenges, including resource constraints, language barriers, and the need to adapt moot court programs to suit the specific educational and cultural context of Vietnam.

Despite these potential problems, moot court competitions continue to be useful opportunities for students to gain essential skills for legal practice, while also contributing to their overall professional growth.

#### ***Motivation for Moot Court Participation***

Understanding the motivations behind students' participation in moot court activities is essential for enhancing engagement and optimizing learning outcomes. Research in this area suggests that students are driven to participate in moot courts for various reasons. For instance, some students may be motivated by the opportunity to develop practical legal skills such as oral advocacy and legal reasoning (Johnson, 2018). Moot court competitions may also appeal to students seeking to advance their legal careers, establish connections with industry experts, or attain an academic reputation (Pennycook, 2016).

Furthermore, extrinsic rewards, peer pressure, and personal interest in particular legal subjects may all contribute to students' motivation to engage in moot court activities (Bak, 2017). The motivation for participating in moot court activities also encompasses various factors that drive students' engagement and interest in this experiential learning method. Career advancement emerges as a primary motivator, as students recognize the practical relevance of moot court experiences in preparing them for future legal practice (Easterbrook, 2018; Mitchell, 2016). Academic interest also plays a significant role, with students perceiving moot courts as a means to bridge theoretical knowledge with practical application, thereby enhancing their overall learning experience (Chilingaryan & Gorbatenko, 2015; Weinstock, 2019). Moreover, skill development is a key driver, as participants aim to refine their advocacy, research, and critical thinking skills through moot court participation (Becerra & Villarreal, 2017; Bonnington & Gallanis, 2020).

Additionally, personal challenges serve as motivating factors, as students seek opportunities to test their abilities and expand their comfort zones within a competitive environment (Hall & Fong, 2017; Thiruvengadam & Geeta, 2018). Additionally, the social aspects of moot courts, such as teamwork and collaboration, contribute to their appeal, fostering a sense of camaraderie among participants (Galanter & Palay, 2017; Kress, 2019).

By exploring the motivations of students at Hanoi Law University to engage in moot court, this study aims to provide insights into the factors that drive participation and inform strategies for increasing student involvement and satisfaction with such activities.

### ***Previous Research on Correlation between Moot Court Participation and Legal English Proficiency***

Examining the correlation between engagement in moot court activities and improvements in legal English proficiency is essential for evaluating the influence of these activities on students' language skills. Although empirical research on this relationship is limited, current research indicates that participation in moot court competitions may result in measurable improvements in students' legal English proficiency (Chilingaryan & Gorbatenko, 2015). By actively engaging with legal texts, practicing oral advocacy, and participating in legal discourse, students can develop their language skills in a contextually relevant and meaningful manner (Hewitt & Asquith, 2019). Moreover, moot court activities provide students with opportunities to immerse themselves in the language of the law, thereby facilitating the acquisition of specialized vocabulary, syntax, and discourse conventions that are necessary for effective legal communication in English (Knerr et al., 2001).

Moot court competitions also serve as practical and immersive learning platforms where students actively engage with legal terminology, procedures, and practices. These competitions mimic real-life court proceedings, offering students the opportunity to practice legal English in contexts that closely resemble actual legal environments. This experiential learning approach not only enhances students' linguistic skills in legal English but also deepens their understanding of legal concepts and processes. Participating in moot court competitions is a great extracurricular activity for law students that uses cooperative learning strategies. This engagement prepares them for future professional work in the legal sphere, including enhancing their legal English skills (Hernández et al., 2013).

Moot court competitions are increasingly recognized for their role in enhancing law students' legal English skills. Studies have shown that these activities offer a student-centered and teacher-guided approach that significantly improves language proficiency through practical application in legal education (Lang et al., 2021). Moreover, they contribute to the development of legal reasoning, terminology, and overall communication skills, particularly in a legal context. Finally, the value of public speaking skills for legal professionals, an essential component of moot court activities, has been emphasized, highlighting how such skills contribute to credibility, efficiency, and success in the legal field (Matei, 2021). Therefore, participation in moot court activities is closely linked to enhancements in legal English skills, which are vital for students' success in bilingual legal contexts.

This study seeks to establish a connection between participation in moot court activities and improvements in legal English skills among HLU students. It aims to provide empirical evidence of the benefits of moot court activities for language learning and to inform future language instruction practices in legal education.

### **RESEARCH METHOD**

#### ***Research Design***

A mixed-methods approach was employed to investigate the relationship between moot court participation and legal English competency among HLU students. Quantitative surveys and qualitative interviews were conducted to gather data on students' motivations, perceptions, and outcomes associated with moot court activities.

A quantitative survey was administered to the students who had participated in moot court activities at HLU. The survey collected data on demographic information, motivations for participating in moot court, perceived benefits for legal English skills, and self-assessment of legal English proficiency. Qualitative interviews were conducted with a group of students to

explore their experiences and perceptions. The interviews focused on motivations for moot court participation, perceived impact on legal English skills, and challenges faced. The data was analyzed thematically to identify patterns and insights. Ethical approval and informed consent from the participants were obtained. The authors emphasized confidentiality and anonymity.

### **Participants**

A total of 60 international trade law students from Hanoi Law University, aged 19 to 21, participated in this study. These students were purposively sampled to ensure a range of experiences and were categorized into 03 distinct levels of moot court participation based on their self-reported competitive history and roles. Participants were operationally categorized into three levels of experience directly corresponding to their attendance frequency: those attending moot court activities first time were classified as 'beginner', those with 2-3 attendances as 'intermediate', and those with 4 or more attendances as 'advanced'. This group was selected as a focus due to their consistent high involvement in HLU's moot court programs and their structured progression through legal English modules, which provided a reliable framework for assessing proficiency. Participants will be recruited through announcements in relevant academic departments and student organizations, and those who express interest in participating will be invited to take part in the study.

### **Data Collection Instruments**

Data collection approaches included surveys, open-ended questions and interviews. The quantitative survey will consist of structured questions aimed at gathering demographic information, motivations for participating in moot court, perceived benefits for legal English skills, self-assessment of legal English proficiency, and standardized measures of legal English proficiency, which are the final scores of the participants' legal English modules at HLU.

Open-ended questions were administered to capture more detailed and nuanced information regarding participants' motivations and experiences, providing depth to the quantitative data. This qualitative data will be systematically coded into quantifiable themes to align with the quantitative dataset.

With a purposive sample to gain deeper qualitative insights, interviews will be conducted with selected participants to allow for the exploration of themes that emerge from the survey data. These sessions will be structured to allow for spontaneous elaboration on survey responses, ensuring that rich, contextually nuanced data are captured. The researcher then coded qualitative responses from surveys and interviews into quantifiable data, facilitating their inclusion in statistical models. This step requires the establishment of a coding scheme that categorizes open-ended responses into themes or numerical values representing different levels of agreement, motivation, or proficiency.

*Open-ended questions:* These questions were administered to the participants to obtain additional details. For instance, "What motivated you to participate in moot court activities at Hanoi Law University?"; "Can you describe any specific experiences or factors that influenced your decision to participate?"

*Interviews:* Qualitative interviews will be conducted individually with a group of participants selected through purposive sampling. Interviews will be scheduled at mutually convenient times and conducted either in person or via video-conferencing platforms. Each interview will be audio-recorded with the participant's consent and transcribed verbatim for subsequent analysis.

### **Data Collection and Analysis**

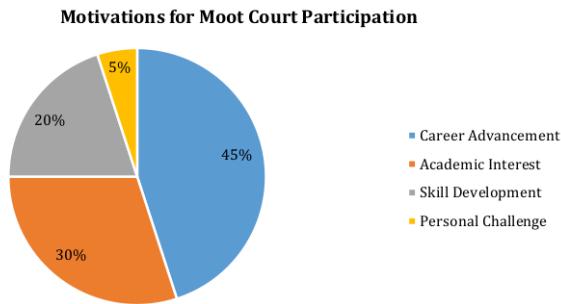
This study employed a convergent mixed-methods design to investigate the relationship between moot court participation and legal English proficiency among Hanoi Law University (HLU) students (Chilingaryan & Gorbatenko, 2015; Johnson, 2018; Mackenzie, 2020). Quantitative and qualitative data were collected concurrently and integrated during analysis to provide a comprehensive understanding. 60 students from International trade law programs, all actively involved in moot court activities, participated by submitting their final legal English module scores, ensuring diverse perspectives (Manning & Durie, 2020).

Quantitative surveys captured baseline data on demographics, motivation levels, perceived benefits, and self-assessed legal English proficiency (Johnson, 2018). Responses were numerically coded for statistical analysis. Concurrently, qualitative data were gathered through semi-structured interviews with 15-20 purposively sampled participants to explore motivations, experiences, and perceptions in depth (Mackenzie, 2020). Interviews, conducted face-to-face or via video conferencing, lasted 30-45 minutes and accommodated participant preferences (Chilingaryan & Gorbatenko, 2015).

Data integration was achieved through a triangulation strategy, where qualitative themes from interviews and open-ended survey responses were used to explain and contextualize quantitative patterns. For instance, survey scores indicating perceived improvements in confidence were interpreted alongside interview narratives describing specific moot court experiences that bolstered communication skills. Thematic analysis of qualitative data identified recurring patterns, such as career-driven motivations, which were cross-referenced with quantitative motivation scores to validate findings. An ANOVA test was conducted to examine statistically significant differences in legal English proficiency scores across three levels of moot court participation (beginner, intermediate, advanced), aligning with the study's focus on participation levels and clarifying that the analysis targeted moot court experience rather than self-assessed proficiency levels. This approach ensured a robust, multi-layered understanding of the relationship between moot court participation and legal English proficiency.

## RESULTS AND DISCUSSION

### *Motivations for Moot Court Participation*



**Figure 1** Motivations for Moot Court Participation

The analysis of both quantitative survey data and qualitative interview insights provides a comprehensive understanding of the participants' motivations for engaging in moot court activities. The quantitative survey revealed that career advancement was the primary motivation for participation, with 45% of participants citing it as their reason for involvement (Johnson 2018). This was followed by academic interest (30%), skill development (20%), and personal challenges (5%) (Chilingaryan & Gorbatenko, 2015).

The thematic analysis of qualitative interviews uncovered various motivations driving participants' involvement in moot court. Career advancement was prominent, with many seeking to enhance their resumes and gain practical experience (Johnson, 2018). Academic interest also played a significant role, as participants saw moot court as bridging theoretical knowledge with real-world applications (Chilingaryan & Gorbatenko, 2015). Skill development was another key driver, with participants aiming to refine their advocacy, research, and critical thinking skills (Johnson, 2018). Additionally, academic interest was highlighted as a motivating factor among those passionate about law and advocacy, while skill development and personal challenge resonated with individuals seeking to refine their advocacy skills and test their abilities in a competitive environment (Chilingaryan & Gorbatenko, 2015). Overall, these findings highlight the multifaceted nature of the motivations for moot court participation, reflecting a diverse range of individual goals and aspirations.

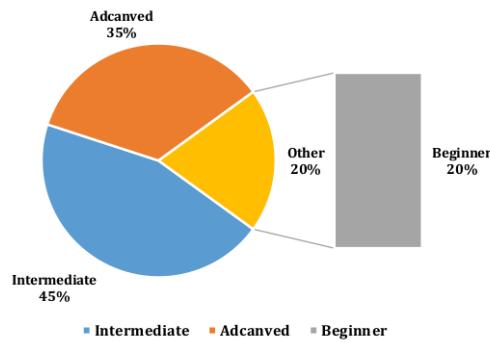
### ***Perceptions of Moot Court in Enhancing Legal English Skills***

**Table 2** Mean Scores for Statements on Perceptions of Moot Court in Enhancing Legal English Skills

<b>Survey Statement</b>	<b>Mean</b>	<b>Standard Deviation</b>
Participating in moot court activities has enhanced my fluency in Legal English.	3.67	1.27
Moot court has expanded my legal English vocabulary.	3.33	1.41
Engaging in moot court exercises has increased my confidence in using legal English.	4.00	1.10
Moot court participation has improved my ability to articulate legal arguments in English effectively.	3.33	1.41
I feel more culturally adapted to the expectations and norms of legal discourse in English-speaking countries.	3.00	1.41
Overall, I believe that moot court has significantly enhanced my legal English proficiency.	3.33	1.41

Table 2 indicates a consistent and positive perception among participants regarding the impact of moot court activities on their legal English skills. Survey responses show strong agreement across all statements, reflecting a consensus on the effectiveness of moot court in enhancing language proficiency. The highest mean score of 4.00 was recorded for the statement "Engaging in moot court exercises has increased my confidence in using legal English," suggesting robust participant agreement on improved confidence through moot court activities, consistent with [Stein and Blumenfeld \(2017\)](#), who highlight moot court's role in fostering confidence and communication skills in legal contexts. Mean scores for statements on fluency, vocabulary expansion, and articulation of legal arguments ranged from 3.00 to 3.67, indicating generally positive perceptions of improvement in these areas. However, high standard deviations, particularly for fluency (1.27) and vocabulary expansion (1.41), suggest notable variability in responses. This variation may arise from differences in participants' prior legal English proficiency, with some having stronger foundational skills due to earlier exposure or coursework. Additionally, varying levels of moot court participation intensity, such as frequency or duration of involvement - could influence perceived improvements, as students with more extensive engagement may report greater gains. Individual learning styles and differing access to preparatory resources, such as coaching or legal texts, may further contribute to this variability. Overall, Table 2 underscores the perceived positive impact of moot court on legal English proficiency, particularly in confidence, fluency, vocabulary, and articulation, despite variations likely tied to prior experience and participation levels.

### ***Self-Assessment of Legal English Proficiency***



**Figure 2** Self-assessment of legal English proficiency

The self-assessment data on legal English proficiency revealed interesting insights among the participants. A significant portion of respondents rated themselves as intermediate (45%), indicating moderate proficiency. However, a substantial number of participants also identified themselves as advanced (35%), suggesting a considerable level of confidence in their legal English skills. Conversely, a smaller percentage of participants classified themselves as beginners (20%), implying either limited exposure or lower confidence in their legal English proficiency. These self-assessments directly correspond to the study's categorization of moot court participation levels (20% beginners, 45% intermediate, 35% advanced), indicating a potential association: participants with higher moot court engagement (intermediate and advanced) tended to self-rate as more proficient, suggesting that greater involvement may relate to increased perceived language skills. Mean scores from legal English modules were 6.8 (beginners), 7.6 (intermediate), and 8.3 (advanced), supporting the trend of increased academic performance with more moot court engagement (Brown, 2018).

However, self-assessment is prone to subjective bias, as participants may over- or underestimate their skills due to personal or cultural factors (Alderson, 2005; Hamp-Lyons & Katchen, 2001). Its lack of standardization limits objectivity compared to standardized tests (Bachman & Palmer, 1996). Despite these limitations, self-assessment, combined with module scores, offers valuable insights into perceived proficiency and readiness for legal English contexts.

### **Collaboration Between Moot Court Participation and Legal English Proficiency**

**Table 3** Moot court participation vs. legal English proficiency

<b>Participant ID</b>	<b>Moot Court Participation Level</b>	<b>Legal English Proficiency Score</b>
1	Beginner	6.7
2	Intermediate	7.5
3	Advanced	8.2
4	Intermediate	7.8
...	...	...
60	Beginner	6.9

The "Moot court participation level" reflects the experience in moot court (beginner, intermediate, advanced), corresponding to the distribution percentages (20% Beginners, 45% Intermediate, 35% Advanced). The "legal English proficiency score" ranges from 6.5 to 8.9, reflecting varying degrees of language proficiency among the 60 participants. The table was constructed with Legal English Proficiency Scores for 60 participants, categorized into three levels of moot court participation: Beginner, Intermediate, and Advanced. An ANOVA test performed on the data yielded a highly significant result ( $F(2, 57) = 50.68, p < .001$ ). This significant p-value indicates statistically significant differences in legal English proficiency scores among the different levels of moot court participation. The analysis suggests that participation in moot court activities is associated with higher legal English proficiency scores. <sup>13</sup>

The findings of this study provide significant insights into the association between moot court participation and legal English proficiency among students at Hanoi Law University, addressing the three research questions posed. Regarding the first question on motivations, survey data revealed career advancement as the primary driver (45% of respondents), followed by academic interest (30%) and skill development (20%). Qualitative interviews further illuminated these motivations. For instance, one participant noted, "*I joined moot court to boost my CV and gain practical skills for my future career*" (Interviewee 3), while another stated, "*I was curious to apply what I learned in class to real-world scenarios*" (Interviewee 7). These quotes underscore the thematic analysis, highlighting career and academic incentives as key motivators, consistent with Pennycook (2016) and Bak (2017).

For the second question on perceptions of moot court's role in enhancing legal English skills, participants reported positive associations with fluency, vocabulary, confidence, and articulation. Table 2 showed a mean score of 4.00 for increased confidence in using legal English, with one interviewee reflecting, "*Moot court made me more comfortable speaking legal terms in English, especially during arguments*" (Interviewee 12). These findings align with Chilingaryan and Gorbatenko (2015) and Johnson (2018), suggesting moot court activities are perceived as valuable for language skill development.

Addressing the third question on the measurable correlation, ANOVA results ( $F(2,57)=50.68, p<.001$ ) indicated significant differences in legal English proficiency scores across participation levels (beginner, intermediate, advanced), with higher participation associated with higher scores. This suggests a correlational link, though not causation, between moot court involvement and proficiency. However, the study's limitations must be acknowledged. Conducted solely at Hanoi Law University, the findings may not generalize to other institutions or cultural contexts in Vietnam. Additionally, reliance on self-reported data for proficiency and motivation introduces potential biases, as noted by Alderson (2005). Future research could incorporate objective proficiency measures and additional qualitative interviews to deepen understanding of students' experiences, enhancing the robustness of these correlational findings.

### **CONCLUSION**

In conclusion, this study at Hanoi Law University reveals a positive correlation between moot court participation and perceived improvements in legal English proficiency among 60 international trade law students. Key findings indicate that students perceived enhancements in confidence (mean score 4.00) and reported significant differences in proficiency scores across participation levels (ANOVA:  $F(2,57)=50.68, p<.001$ ). Qualitative interviews highlighted motivations for participation, with one student noting, "Moot court helps me stand out for future job opportunities" (Interviewee 5), and another stating, "It's a chance to practice legal English in real scenarios" (Interviewee 10). These insights suggest moot court activities are associated with perceived skill development and professional growth, though reliance on self-reported data limits causal claims. The findings have implications for legal education in non-native English-speaking contexts, emphasizing moot court's potential to support language and advocacy skills. Despite its insights, this research has limitations, including its single-institution scope, the correlational nature of the data, and reliance on self-reported perceptions alongside objective grades. Recommendations for Hanoi Law University and similar institutions include integrating moot court activities into the legal curriculum to support language and practical skills, providing training workshops and mentorship to enhance participation, revising assessment criteria to recognize non-native English speakers' linguistic progress, and conducting longitudinal studies to evaluate long-term impacts on proficiency. These actions can prepare students for globalized legal practice while addressing linguistic and cultural challenges.

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## ORIGINALITY REPORT



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