

## M-Learning of Comparative Legal Terms In EAP Law I

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### Abstract

This study aims at 1) to study legal terms in the law areas of English for Academic Purposes of Law I (EAP Law I) in the areas of Crime and Punishment, Women's Rights, White-Collar Crime and Consumer Rights as sources in web-application and E-book; 2) to create the learning instrument, the web-application and E-book of the innovative comparative legal terms between Thai-English-American legal terms to enhance learning in the experimental group; and 3) to propose the model of M-learning of Thai-English-American legal terms on the Web-application and E-book for mobile learning. The research findings of proficiency scores of the terms between the experimental group and the control group are as follows. The respondents were 27 second-year law students at Chulalongkorn University studying in semester 1/2022 in which students in Section 7 were in the experiment group (n = 15) and students in section 6 were in the control group (n = 12). The research instruments were the web-application with an E-book created and uploaded onto the website so learners could access via internet on mobile phones or other computer devices for their M-learning. Scores were collected four times - two times from Quiz 1 and Quiz 2, and another two times from the midterm exam and the final exam. The two-way repeated measure ANOVA is used to compare scores between the two groups. The results of the proficiency scores in the experimental group revealed that their quiz scores were higher significantly than those in the control group with the main effect of Quiz scores ( $F(1,25) = 33.33, p < .001, \eta^2 = 0.57$ ). Overall quiz scores were different when comparing between Experimental Group (mean = 11.46) and the Control Group (mean = 9.60), and the means of these two groups are significantly different (mean difference = 1.86, S.E. = 0.32,  $p < .001$ ). There was also the significant interaction effect of the exam scores in the control group ( $F(1,25) = 7.58, p < .05, \eta^2 = 0.23$ ). However, with the limitations in the nature of midterm and final exams written by EAP Law I exam committee in the semester that research was conducted, there was no Vocabulary Part, only in the two quizzes. In response to the research objectives, from the studies in the experimental group learning in the comparative manner of Thai, English, American legal terms in EAP Law I and the creation of the model of the web-app and E-book for learning instrument, the research results shows that they can learn better as shown in higher scores than those in the control group.

**Keywords** :M-learning of Legal Terms, Thai-English Comparative legal Terms, EAP Law I, E-Legal terms

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## 1. Introduction

As evidenced, English is the dominant language of international relations and a good working knowledge of the language is essential for today's legal professional, legal English will provide a comprehensive and highly approach to its subject matter and addresses the key aspects of the use of English in legal contexts (Haigh, 2012).

However, language is a human invention, one designed to bring people closer together. But after a lifetime of using words to strangle communication, lawyers being to view speech as a barrier that separates them from others and from the truth even. (Stark, 2012) Perhaps, most damaging is lawyers 'frequent use of language as an instrument of deception. Lawyers may simply be victims of the role society has created for them. Therefore, they should consciously recognize the purposes they encode in language (Kress in Stark, 2012) which is the same case as Thai lawyers who need to know the meanings of legal terms from both their sources of law as well as sources of language.

In the intelligent technological world at present, using an E-Book with an innovative M-learning on the Web-application that learners can access *via* internet through all kinds of computer devices or mobile phones that can use anywhere will help motivate and increase proficiency of their learnability. As for the use of technology, in a similar oriented one with technology applied, in the self-assessment program for writing English, it was found that learners' proficiency was improved. (Honsa, 2013). The example of using applications in training the legal domain from scratch with a vocabulary based on pretrained Indian legal text using PLMs or Transformer-based Pretrained Language Models. This research was conducted over both Indian and non-Indian (EU, UK) datasets (Shounak *et al*, 2023). Another example in applying real-world data collected support tools *via* a language model for laypersons in legal decision to guide users to the relevant guided pathways while giving the user the possibility to verify the results in making decisions over legal issues called the JusticeBot, it alleviates the challenges and increase the impact on access to justice and helps bridging the gap between layperson language and legal issues (Westermann *et al*, 2023).

In the area of legal language at present, it is even more advanced in using technology in legal area, though not in the legal language, as a paper published at Cornell University, the Chinese legal domain to facilitate its digital transformation, the open-source legal large model called ChatLaw, a legal domain fine-tuning dataset to help legal data screening with the combination of vector database retrieval and keyword retrieval to effectively reduce the inaccuracy of relying solely on vector database retrieval (Jaixi *et al*, 2023).

As for the contents of studies, for Thai legal language users, it is important to learn Thai legal terms in comparison with their sources of languages - English and American

legal terms. Moreover, learners should also know the differences of the usage of English or American legal terms if any, with Thai legal terms so that their choices of words that they will choose will be suitable to the law contexts on the basis that Thai legal language has developed many of its forms and meanings from different sources of laws with social, political and economic contexts as internal components. Thus, it would be very useful for users of Thais to learn legal terms in a comparative manner to study differences of terminology of Thai-English-American legal terms.

Regarding problems in studying English legal terms among Thai learners, in a recent study (Tajaroensak, 1998), it was found that the main difficulties Thai law students have were with the use of the legal register, grammar and reading. In addition, from the study on teaching legal argumentation connectors in English to Thai law students, it revealed that learners needed the groundings of legal terminologies (Compeerapap, 2000). In order to thoroughly understand components of legal terminologies, it is the necessity for lawyers who especially enter into the legal profession involving in international disputes to have knowledge of the reception of legal systems and contents of law including the source languages.

In the Thai legal language, with the reception, modification and creation of Thai legal language that could be grouped as follows: terminologies which are equivalent to source language, concept-adopted terminologies with the same function, no equivalent but with the paraphrasing of approximate equivalents, the emergence of new terminologies in the target language of Thai legal language and some difficult terminologies which are problematic and argumentative terminologies. A study legal terminology in comparison to the source terminologies would reveal the nature of terms.

As sources of law and their legal systems are also transplanted in the source of legal language, Thai legal terms contain high western oriented because of the meanings of legal terms, the embedded legal concepts and legal systems. As a consequence, in order to understand the legal terms, it is needed to understand when transplanted in the target language, in this case, Thai legal language.

With the legal institutions that were connected, diversified and transposed, and transplanted in their legal terminology, studying in a comparative manner of its terms is an essential instrument of legal understanding and communication. It leads to holistic communication as it is the language of communication (Orucu, 1999). Since the adoption of the Thai code system, there have been few studies on the language of law.

Thus, for students in English for Academic Purposes of Law I (EAP Law I) to be able to study legal terms most effectively in this course in the law areas of studies - Crime and Punishment, Women's Rights, White-Collar Crime and Consumer Rights in a comparison manner, the abovementioned manner of study will provide the grounds and enhance learning proficiency. The contents of comparative legal terms in the web-

application and E-book provide meanings of terms, sources of terms, sentence examples and related meanings of equivalent terms among Thai-English-American legal terms so that all related terms can be studied at one time.

## 2. Research Objectives

The main purposes of the study are as follows.

2.1 To study legal terms in the law areas of English for Academic Purposes (EAP Law I) as sources in web-application and E-book for the experimental group

2.2 To create the learning instrument, the web-application and E-book of the comparative legal terms between Thai-English-American legal terms to enhance learning in the experimental group

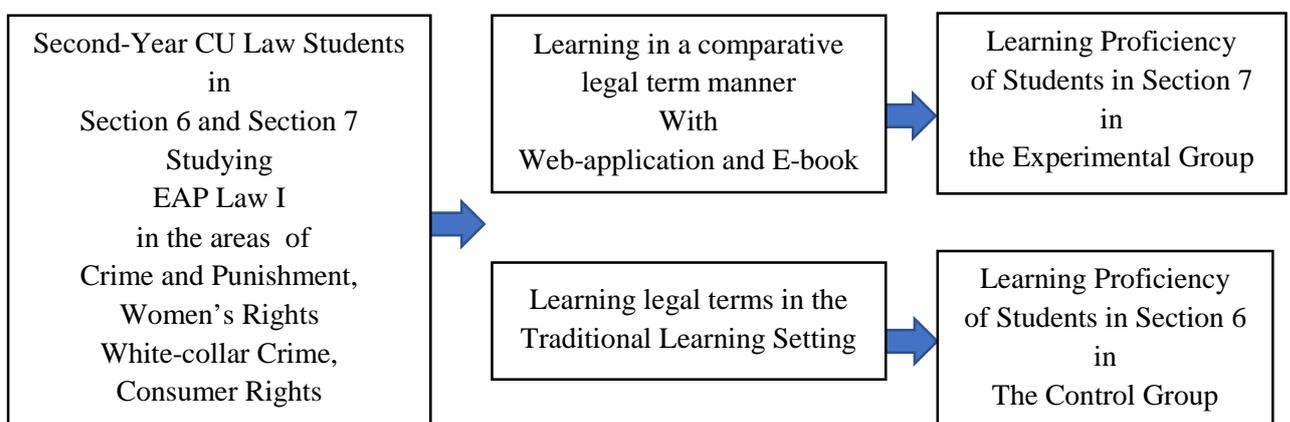
2.3 To propose the model of M-learning of Thai-English-American legal terms on the Web-application and E-book for mobile learning

## 3. Research Questions

Will learners studying E-legal terms in the English for Specific Purposes I (EAP Law I) Course in the experimental group learning with Thai-English legal terms comparatively on the Web-application and E-book have better learning proficiency than learners' studying in the traditional learning setting in the control group?

## 4. Research Framework

Second-year law students in Section 6 and Section 7 at Chulalongkorn University were the samplings separated into two groups, students in Section 6 and Section 7. Independent variables are the approach of learning English legal terms in a comparative manner *via* web-application and E-book by students in Section 7, the experimental group and the approach in the traditional learning setting by students in Section 6, the control group, whereas, learning proficiencies of students in Section 6 and Section 7 act as dependent variables.



## 5.1 Functions of Legal Language

Until recently that linguists have paid relatively little attention to language of disciplines. Possibly, it is because of the common belief between the two professions on the primary differences of professional jargons and ordinary usage were purely lexical. Perhaps, the definition of “jargon” is usually defined in terms of vocabulary only.

Legal language has its system-specific of legal terminology at different degrees. It is obvious that the language of law is not static, whenever the law changes, so does its language. As Stark Steven mentioned that the media theorist, Marshall McLuhan wrote a generation ago, “We shape our tools and then our tools shape us” (Stark, 2012) that technological changes transform not only the methods of communication but their style as well. In this research, the technology of web-application and E-book were tried out on the dissemination of information of legal terms in comparative manner with their sources of terms with the change for the effective way of learning.

As viewed by many legal linguists, legal language as languages in other disciplines, it may be great enough to warrant calling it as a separate dialect or sublanguage (Lefcourt, 1971, O’Barr, 1981 and Charrow *et al*, 1982). Legal language has developed many of its forms and meanings through a legal usage from different sources of law, not an ordinary linguistic by methods. When one legal system is developed from other systems, it tends to adopt procedures and language from the same sources. Since legal language has developed many of its forms and meanings through a legal usage from different sources of law, not an ordinary linguistic by methods, legal culture in the contexts of transplanted laws including its social, political and economic contexts, as an internal component is embedded in the target language of Thai legal terms. The comparison between structural differences of the “parent” legal systems and contents of law in comparative method provide the grounds for studying legal terminology.

## 5.2 Features of Legal Terms

Studies of legal language by lawyers have largely focused almost exclusively on the lexical level. in terms of vocabulary, identifying the following features which distinguished legal register and can be separated into legal terminology characterized by technical terms in the frequent use of common words with uncommon meanings, for example, using *action* for *lawsuit*, *of course* for *as a matter of right*, *assignment* does not simply mean ‘something assigned, a task or a duty’ but ‘*the transference of a right, interest or title*’ etc.); frequent use of old and middle English words once in use but now rare (*aforesaid*, *whereas*, *said* and *such* adjectives, etc.); frequent use of Latin words and phrases, for example, *bona fide* or *bueram fides* refers to *in good faith*, *prima facie* means *at first sight*, *on the face of it*; use of French words not in the general vocabulary (*lien*, *easement*,

*tort*, etc.), use of terms of art – or what we'd call jargon – (*mouth-to-mouth tenancy, negotiable instrument, eminent domain*, etc.), use of argot – ingroup communication or “professional language” (*pierce the corporate veil, damages, due care*) and formality such as the presence of *shall over will*, doublets such as *null and void, last will and testament* (Mellinkof, 1963, Charrow, Crandall and Charrow, 1982, Danet in Dijk, 1985, Trosborg, 1995, Saisoontorn, 2000)

The other two properties are syntax and pragmatics in which syntactic features reported by prominent use of nominalization, prepositional phrases, passive construction, the omission of *wh*-form, complex conditionals, multiple negative, long complex sentences and pragmatic features individuated by prominent use of connectors such as *first, secondly, hereinafter, needless to add that, in view of the aforementioned*; the incidence of substitution such as ‘*such/said* proposal’ (Crystal and Davy, 1969; Gustafsson, 1975; Charrow and Charrow, 1979, 1982; Shuy and Larkin, 1978; Danet 1980)

However, regarding legal terminology, unlike other branches possessing common vocabulary such physics, mathematics, chemistry, economics, varies to a greater or lesser extent. Even in the same legal language, different courts with various judicial philosophies, have applied different rules and maxims to the same terms and come up with a variety of contradictory meanings. For example, *notwithstanding*, ordinary usage, courts have managed to totally confuse and twist the meanings of *shall, may, must* and *will* so that may have been interpreted to have mandatory meaning (must). *Must* and *shall* have been interpreted as *may* and *shall* has been interpreted as *may, must* and *will*.

Legal Terms are also changed due to the course of time. When framed in different systems of laws, the difficulties in overcoming the differences of languages, legal systems and legal culture to denote different institutions and ideas for an equivalent term are even high. Comparative terms of study will help learners to understand the same meaning of different terms used in different legal systems which are concealed behind words such as ‘*consideration*’ in contracts. Comparative study, by providing sources of legal models and modes of legal reasoning, will supply the comprehending of the transition with the possibility of the terms of their embedded legal systems, transplanted legal culture, social and even economic in legally structured changes. With the learning of comparative legal

terms *via* the innovation of web application between Thai legal terms comparable with their sources of terms of their American legal terms and English legal terms will enhance the learnability of Thai law learners.

### **5.3 Facts on Comparison between Terminologies**

The procedure of the mobility of legal thoughts and institutions occurred during the reception from various sources of European Continental civil law systems, French and German as well as some parts of contents of law from English and American Common law, Swiss and Japanese, it exported and imported institutions and each language itself has changed and created new forms. Law is not static, it responds to its environment, to social needs and to changes, and in its response, it moves (Orucu, 1995). French Code and German Code model were imposed for the structural reception to Thai civil and commercial code. Japanese Code was used as legislative imitation. Swiss Code has also been transposed into Thai Civil and Commercial Code. Therefore, the comparison between terminologies with similar receptive procedure will reveal interesting facts.

In the process of comparison, vocabulary may be needed to govern expressions of intent which are functionally comparable in different legal institutions.

### **5.4 Web Application and Learning**

The advantages of web application for learners studying comparative legal language on web app is that web app can capture and store all the necessary data and show results to users. Users can interact with content management systems. In this research, web app is designed to be a closed system that only students in Section 7 studying EAP Law I can access into. It would be very useful for users of Thais to learn Thai-English legal terms in a comparative manner from mobile instrument as the web-application. As for the use of technology, it is found that the program of self-assessment program for writing English improve learners' proficiency. (Honsa, 2013).

There are several functions to facilitate their learning. After firstly, students register and log into the web, they can choose to start to search with either Thai legal terms or

English legal terms. Then, their definitions, sources, sentence examples and related terms will be displayed. Besides, in the web app, user records can be kept and checked for their usage. There is also E-legal term book with word maps and comparative legal terms in tables.

To facilitate learners to learn better with pronunciation of terms, male's voice and female's voice are provided when click at the loudspeaker icon. As for details of each term, clicking at a term will bring to the definition of the term, a sentence example, related terms and legal terms in English or American, if any. When learners want to look at all three kinds of legal terms at the same time, just click View->content. When they want to look at the word map of a legal term, just click at View->graphic. When users want to know details about particular terms for the definitions, sources and related terms, they just click at those particular legal terms for definitions, sources and related terms. Besides, the Internet can be an excellent and inexpensive channel for that purpose.

To learn more about web app, a web application is a computer program that uses a web browser to perform a particular function. Web apps are present on many websites. A web application is a client-server program. It means that it has a client-side and a server-side. The term "client" here refers to the program the individual uses to run the application. It is part of the client-server environment, where many computers share information. For example, in the case of a database, the client is the program through which the user enters data. The server is the application that stores the information.

Web apps have evolved since their invention in 1987. One of the first applications, Perl, a popular server-side scripting language were developed. That was before the Internet really became popular outside academic and technology circles. The first web applications were relatively simple and became more sophisticated in the late '90s. Today, they are part of the everyday lives of millions of people around the world.

### **5.5 Conclusion of Studies Related to Research Problem**

The relations between language and law are related between the two areas; therefore, they are finely explained on how one plays its role in the other. The study of

language began with the purpose of imitating ancient languages since the 15<sup>th</sup> century. Its influence still shows in Latin words used in several discipline areas including law. Studies on language have been developed into different areas. Initially, in studies of linguistics, linguists study the behavior of each linguistics feature and the interrelations and influences among linguistic features. Later, it has been developed to studies of other aspects across disciplines, which are related to the behavior of linguistics such as language of law. The study of language does not end up only with language itself but also language of a discipline such as law. The study of legal language is another regime on its own. Therefore, for learners with English used as a foreign language, in order to learn legal language transplanted with different sources of law and different sources of legal language most efficiently, the learning approach in the comparative manner to those sources of terms help their understanding embedded from both ascended sources. More importantly, it helps their leaning with more proficiency as shown from this study.

## **6. Research Methodology**

This research applies experimental quantitative research methodology by comparing data collected between the two groups of experimental and control groups of studies. The two-way repeated measure ANOVA is used to compare scores between the two groups, SPSS/PC for the validity, repeated measure ANOVA for the development, Compound Symmetry (Chi-square) for variance, statistical difference, discrimination, Alpha-reliability Coefficient for consistency as well as using means and standard deviation.

### **6.1 Research Tools**

1. Web-application produced by the professional team for E-legal terms in a comparative manner between Thai legal terms, English legal terms and American legal terms under the law areas of Crime and Punishment, Women's Rights, White-Collar Crime and Consumer Right for English for Specific Purposes I (EAP Law I) Course were invented in the web-application with URL: <http://eap-law1.co> in which E-legal terms have been placed for students in the experimental group, Section 7 to learn.

2. An E-legal term book was produced on the standard basis.
3. Scores from Vocabulary Part in two Quizzes and midterm and final exam papers were written and read in a standardized manner by university lecturers teaching EAP Law I course.

### **6.3 Data Collection**

Scores from two quizzes throughout the semester and from midterm exam score and final exam score on the usage of legal terms in EAP Law I between students in the two groups of an experimental group and a control group were compared.

### **6.3 Data Analysis**

The descriptive and analytical method of the studies from two quizzes, midterm and final exam papers in the Vocabulary Part of the two groups of studies were collected, analyzed and compared using SPSS/PC for the validity, repeated measure ANOVA for the development, Compound Symmetry (Chi-square) for variance, statistical difference, discrimination, Alpha-reliability Coefficient for consistency as well as using means and standard deviation. The data was collected four times. Two times were from quiz 1 scores and quiz 2 scores and another two times were from the midterm exam scores, and the final exam scores (table 1) with the total of 27 respondents who studied the English for Academic Purpose Law I course.

## **7. Results of the Analysis**

Based on the Research Objective 1) legal terms in the law areas of English for Academic Purposes of Law I (EAP Law I) were studied in the law areas of Crime and Punishment, Women's Rights, White-Collar Crime and Consumer Rights with sources of terms in English legal terms and American legal terms, if any, as shown on URL: <http://eap-law1.co>; and also in response to Research Objective 2) studied learning proficiency in using legal terms put into the learning instrument, the web-application as learning instrument and E-book of the innovative comparative legal terms between Thai-English legal terms to enhance learning in the experimental group as illustrated as follows in which students in

Section 7 is the experiment group (n = 15) and students in section 7 was the control group (n = 12). The two-way repeated measure ANOVA is used to compare scores between the two groups.

## Comparative Thai-English Legal Term Web-Application

### Home Page Click 'Confirmation' to access into EAP Law I

CourseName	CourseCode	AcademicYear	Section	Course Status	Registered Confirmation
English for Academic Purposes (EAP Law I)	L001-2021	2021	2564/2	available	<a href="#">Confirmation</a>
Business Law	L002-2021	2021	2564/2	available	<a href="#">Confirmation</a>

Click 'Confirmation' to access to EAP Law I

### Click at the particular legal term for definitions, sources and related terms

Cover all areas Text Search... Search

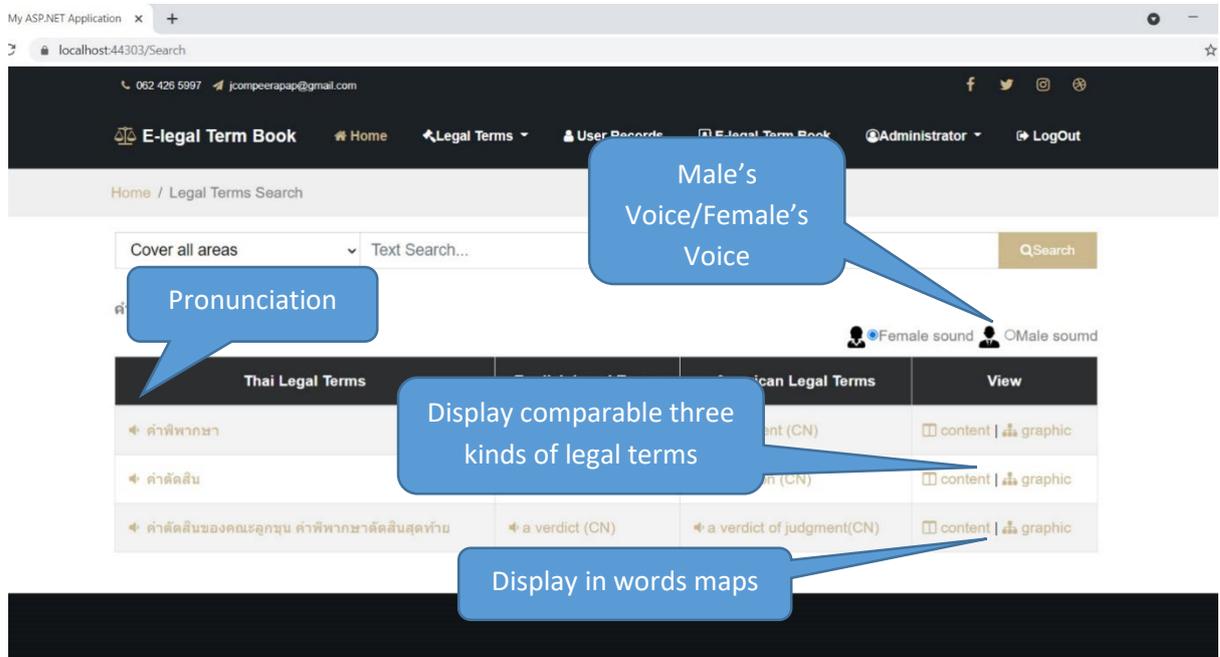
**อาชญากรรมทางธุรกิจ** Basic Legal Terms  
Thai Legal Terms : อาชญากรรมทางธุรกิจ English Legal Terms : White-collar Crime American legal Terms : White-collar Crime

**คำพิพากษาคดี** Basic Legal Terms  
Thai Legal Terms : คำพิพากษาคดี, คำตัดสิน, คำตัดสินของศาลฎีกา, คำพิพากษาคดีชั้นอุทธรณ์ English Legal Terms : a judgment (CN), a decision (CN), a verdict (CN)  
American legal Terms : a judgment (CN), a decision (CN), a verdict of judgment (CN)

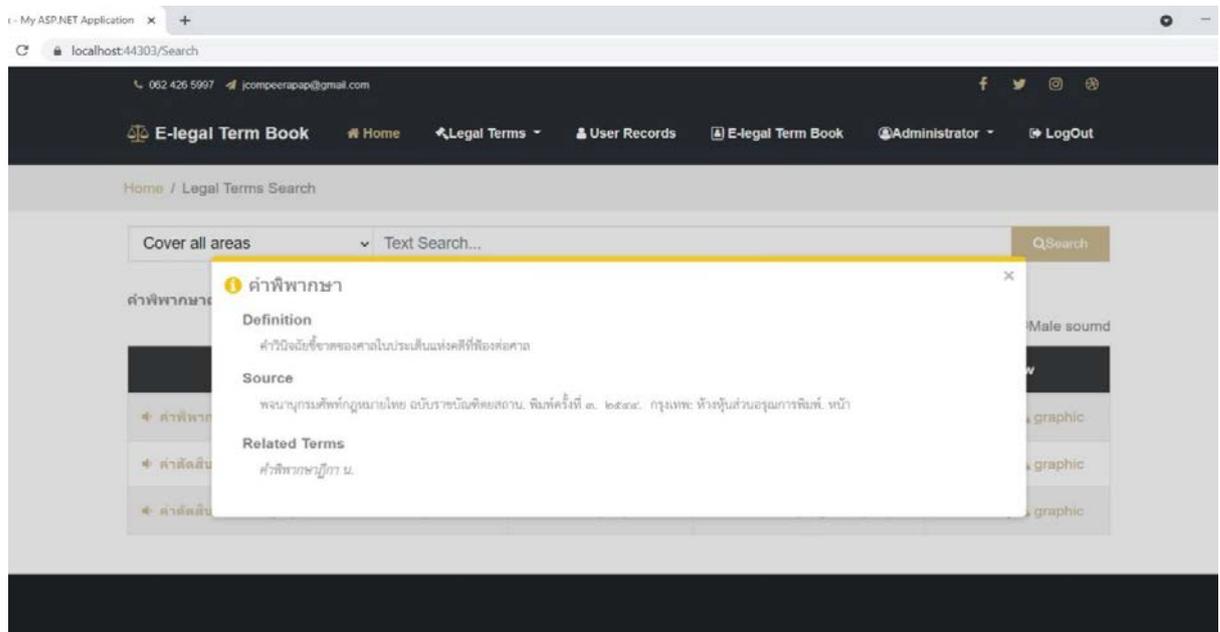
E-legal Terms Legal Term Areas Have a Questions?

Click for details of terms (Thai Terms, English Legal Terms, American Legal Terms)  
- Click at the loudspeaker icon to listen to the pronunciation of each term

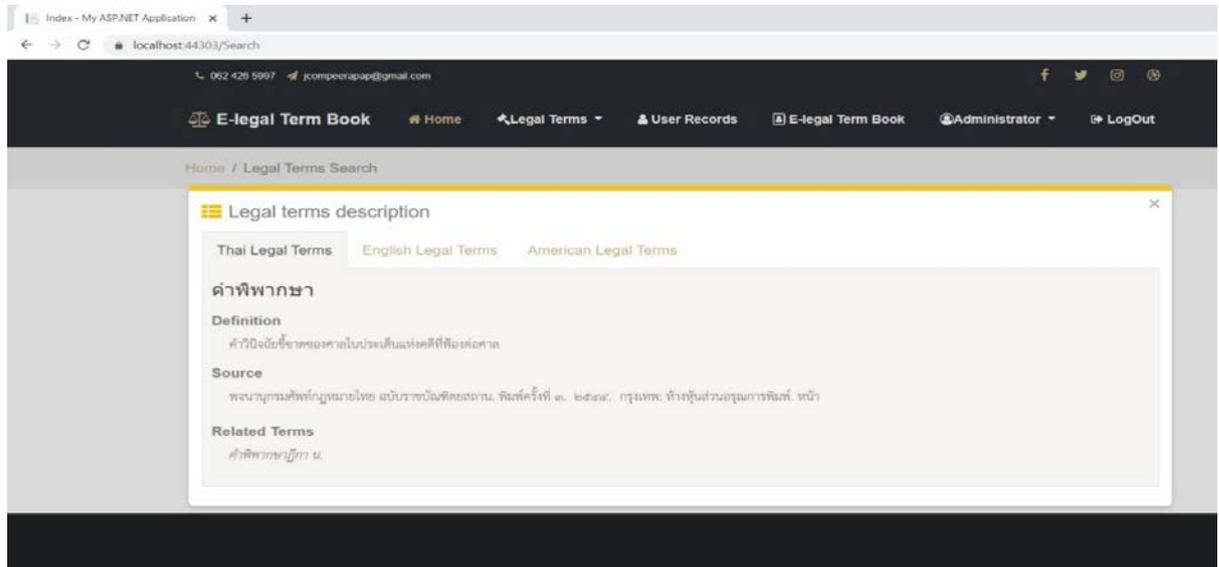
- Click to choose the male icon to listen to male's voice and click female's icon for the female's voice
- Click at a particular legal term when wanting to look for its details
- Click View->content when wanting to look at all three kinds of legal term
- Click View->graphic when wanting to look at the word map of the term



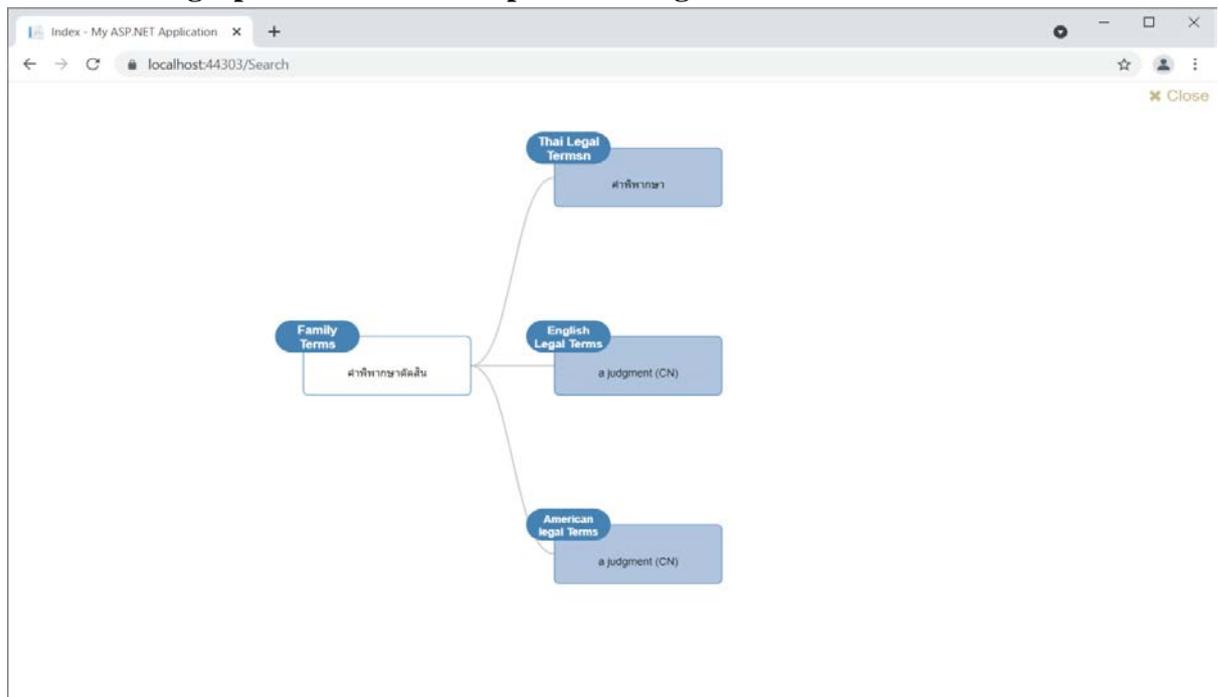
### Click at the term to look for 'definition', 'source' and 'related terms'



**Click View->content when wanting to look at all details of Thai, English, American legal terms**

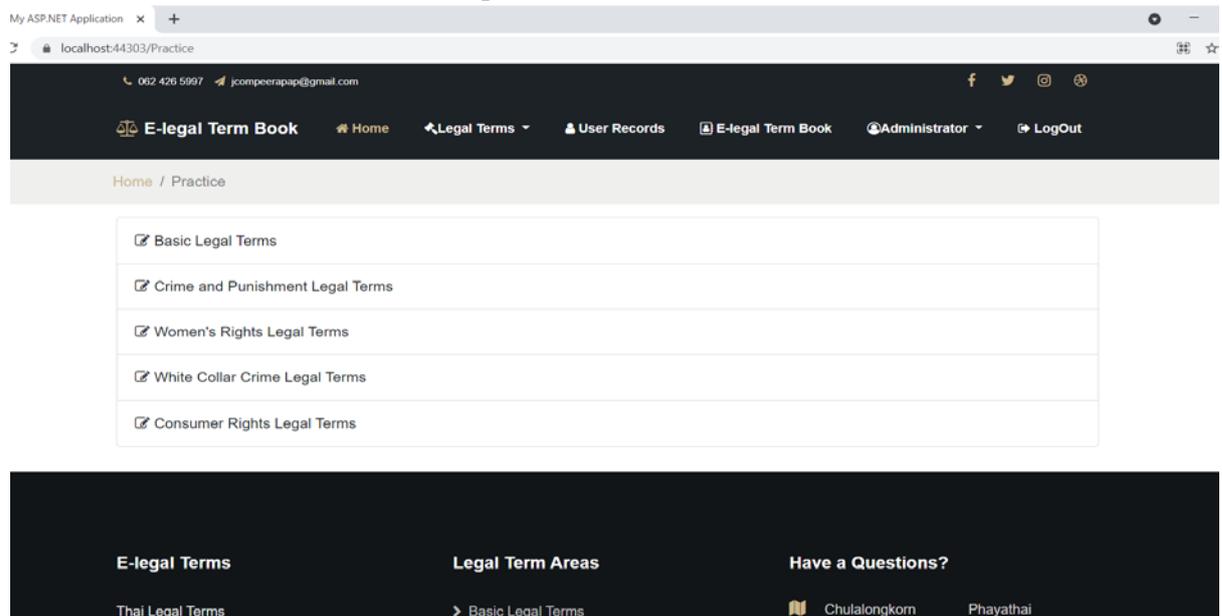


**Click View->graphic to see word maps of each legal term**

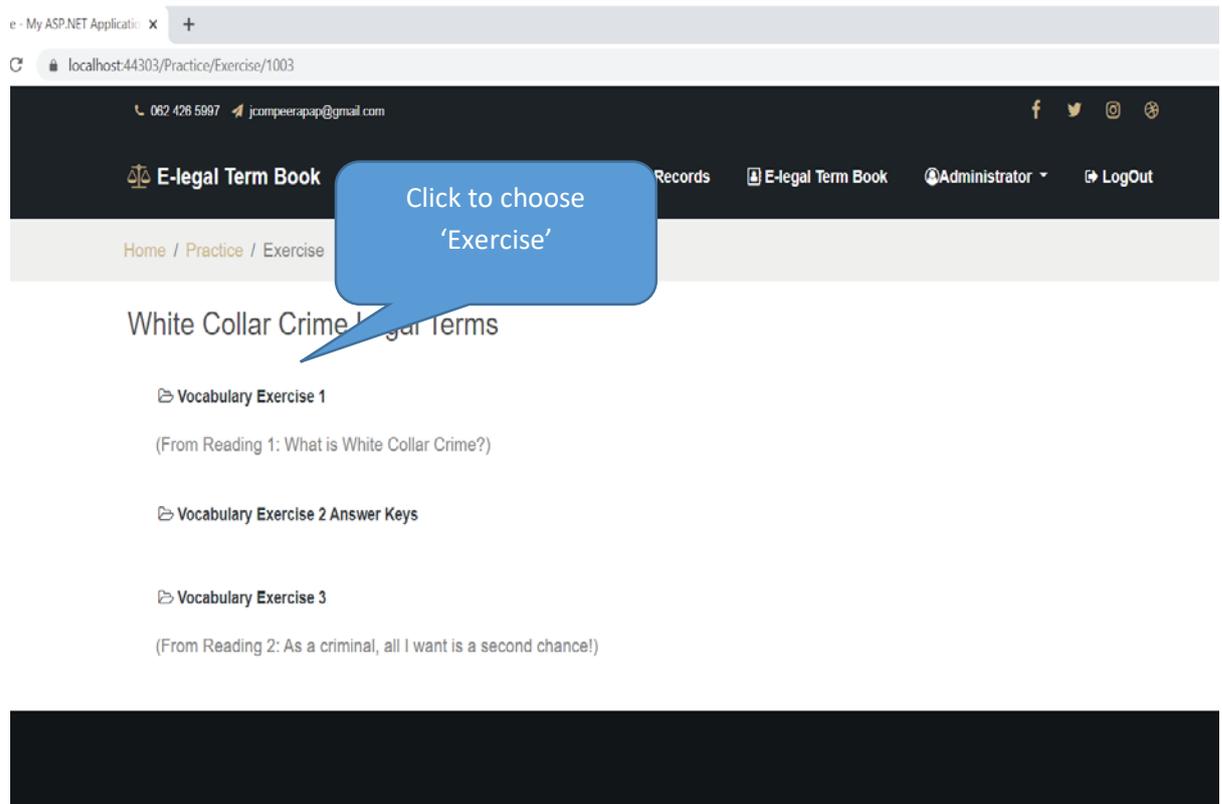


**Practice Menu: Click Legal Terms->Practice**

### Click law areas in order to access to practices



### Within each law area, there are exercises; click in to finish all exercises



### Choose answers from word provided to put into the blank in each item

003

E-legal Term Book Home Legal Terms User Records E-legal Term Book Administrator LogOut

Home / Practice / Exercise

#### White Collar Crime Legal Terms

Vocabulary Exercise 1  
(From Reading 1: What is White Collar Crime?)

Vocabulary Exercise 2 Answer Keys

Exercise

Fill in the blanks using words from the vocab

restitution. manslaughter devastating (over)leveraged	felon incarcerated. hindered redemption	plea recidivism (over)leveraged
--	--	---------------------------------------

- Based on the value of items that he had stolen, he was ordered by the court to pay \$6,000 in \_\_\_\_\_.
- The \_\_\_\_\_ was finally pardoned by the court as the actual offender was found and brought to justice.
- After the argument with her mother, Mary was filled with \_\_\_\_\_ for what she had said.
- The president has made an emotional \_\_\_\_\_ for the killing to stop.
- He denies murder but admits \_\_\_\_\_ on the grounds of diminished responsibility.
- After long hours of trial and being convicted and sentenced, the offender was finally \_\_\_\_\_.
- There is no longer any \_\_\_\_\_ associated with being divorced in modern societies.

'Box' to click a word when chosen

### Click the chosen terms for each underlined blank

ASP.NET Application x +

localhost:44303/Practice/Exercise/1003

Exercise

Fill in the blanks using

restitution. manslaughter devastating	felon incarcerated. hindered	remorse stigma ordeal	plea recidivism (over)leveraged
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Complete the sentences with words in the box below

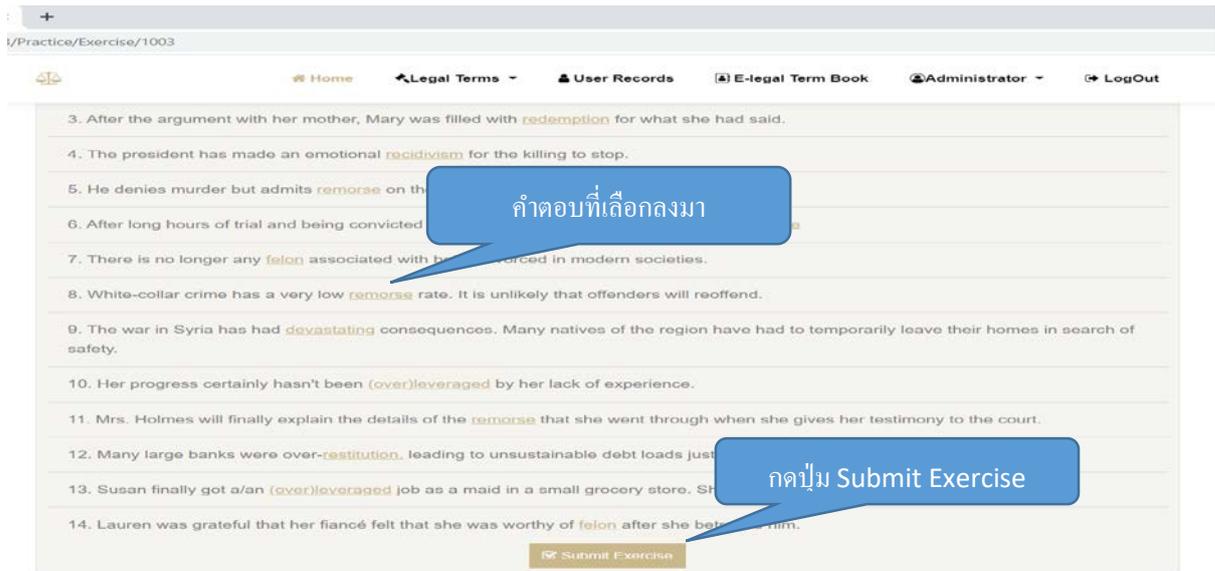
restitution.	felon	remorse	plea
manslaughter	incarcerated.	stigma	recidivism
devastating	hindered	ordeal	(over)leveraged
(over)leveraged	redemption		

- The president has made an emotional \_\_\_\_\_ for the killing to stop.
- He denies murder but admits \_\_\_\_\_ on the grounds of diminished responsibility.
- After long hours of trial and being convicted and sentenced, the offender was finally \_\_\_\_\_.

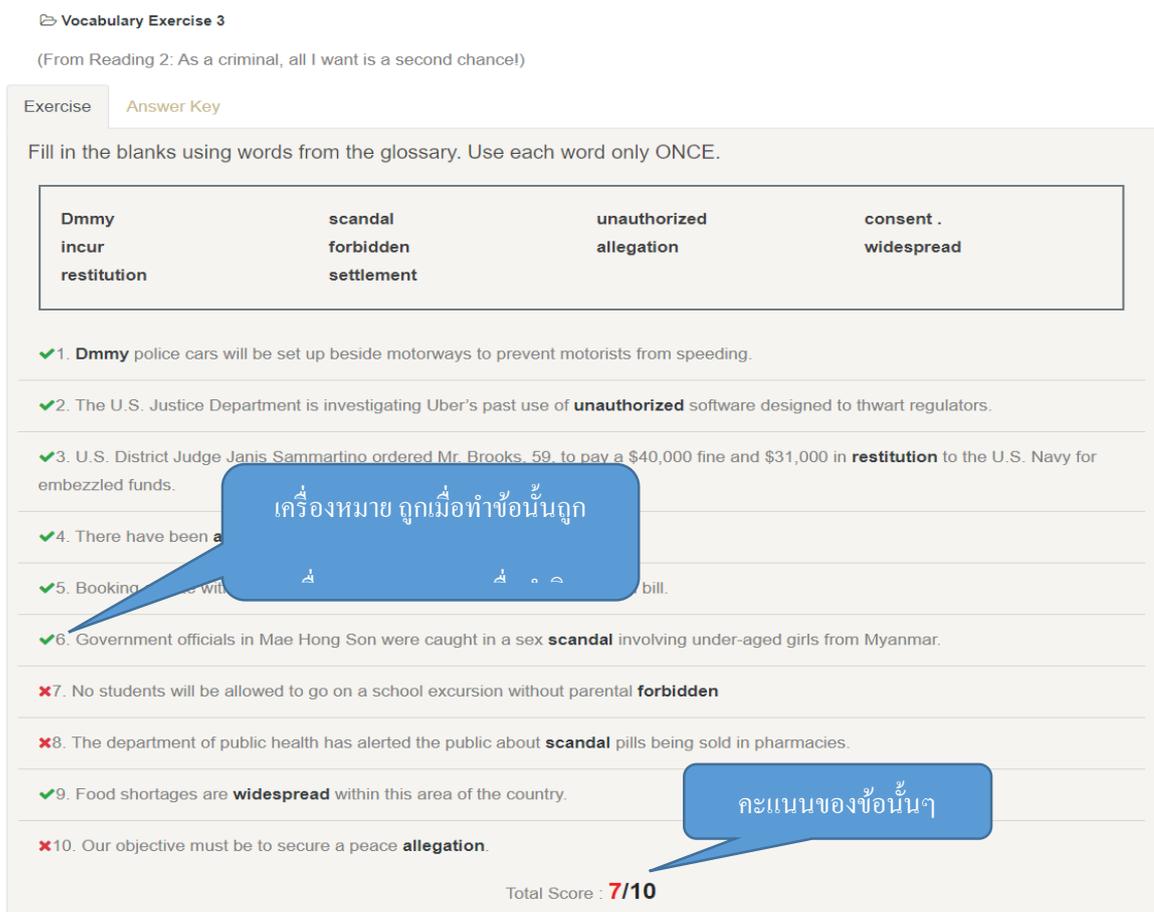
Click at 'Box' to place a word chosen

คลิกตรงคำศัพท์เพื่อเลือก

### When finished all items, click 'submit exercise' for answer keys and points



**The Web-app system will automatically check answers with the answer keys and points illustrated**



Vocabulary Exercise 3

(From Reading 2: As a criminal, all I want is a second chance!)

Exercise Answer Key

Tab คำเฉลย

จะขึ้นเมื่อมีการคลิก Submit

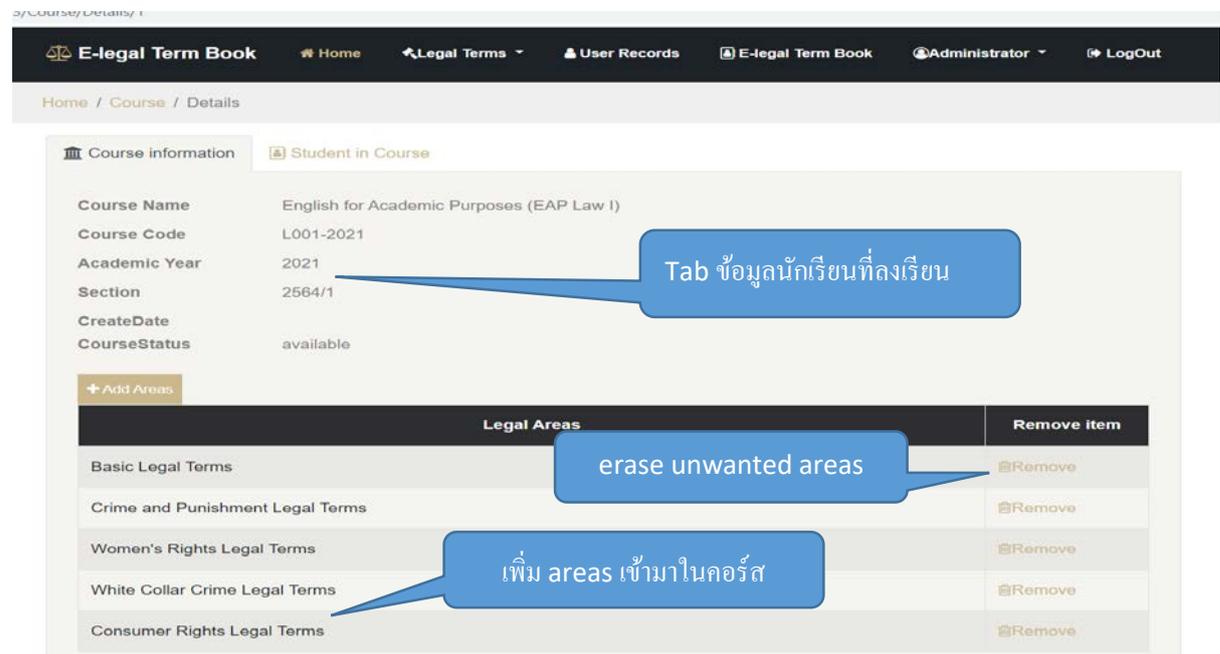
1. Dmmy police cars will be set up beside motorways to prevent motorists from s
2. The U.S. Justice Department is investigating Uber's past use of unauthorized s
3. U.S. District Judge Janis Sammartino ordered Mr. Brooks, 59, to pay a \$40,000 fine and \$31,000 in restitution to the U.S. Navy for embezzled funds.
4. There have been allegation of fraud in the city government.
5. Booking a suite with a Jacuzzi will incur additional charges to your hotel bill.
6. Government officials in Mae Hong Son were caught in a sex scandal involving under-aged girls from Myanmar.
7. No students will be allowed to go on a school consent .
8. The department of public health has alerted being sold in pharmacies.
9. Food shortages are widespread within this area of the country.
10. Our objective must be to secure a peace settlement.

คำเฉลยสีแดง

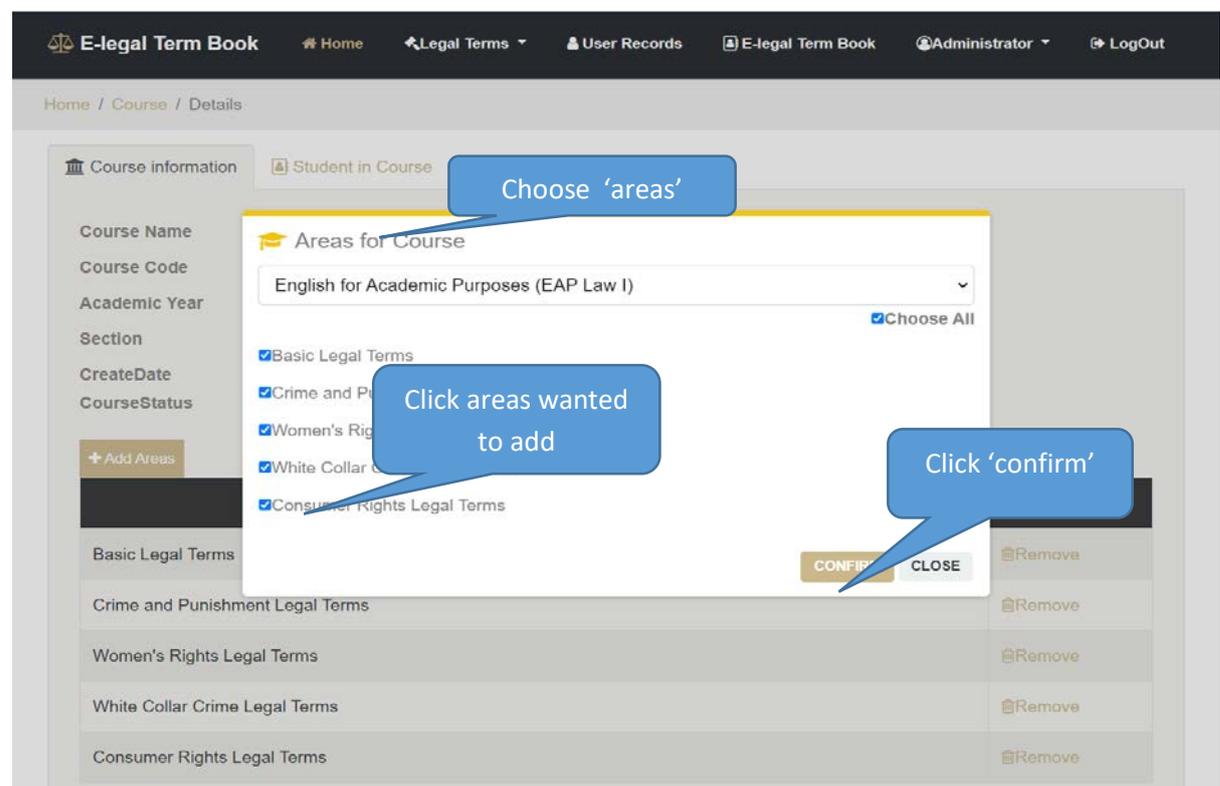
## E-legal Term Book Menu for downloading pdf. files from websites

The screenshot shows a web browser window with the URL localhost:44303/Legals/Download. The page features a dark navigation bar with the following items: E-legal Term Book, Home, Legal Terms, User Records, E-legal Term Book, Administrator, and LogOut. Below the navigation bar, there are three white boxes, each representing a PDF file for download. Each box contains a PDF icon and the text 'EAP Law I E-legal Term Book 1', 'EAP Law I E-legal Term Book 2', and 'EAP Law I E-legal Term Book 3' respectively. Below each icon is a 'download' button with a download icon. At the bottom of the page, there is a dark footer area with three columns of text: 'E-legal Terms' (listing Thai, English, and American legal terms), 'Legal Term Areas' (listing Basic, Crime and Punishment, and Women's Rights legal terms), and 'Have a Questions?' (providing contact information for Chulalongkorn University Language Institute (CULI) in Bangkok, Thailand, including a phone number 062 426 5997).

**Detail Course’ refers to the link managing course details consisting of law areas and information that students registered in advance.**



**Click ‘Add Areas’ into the course**



## ‘Administrator Menu’-> for Legal Terms Management

062 426 5997 | jcompeerapap@gmail.com

E-legal Term Book | User Records | E-legal Term Book | Administrator | LogOut

Home / Family Terms

Create

Basic Legal Terms | Vocabulary Search... | QSearch

Family Terms		Management
อาชญากรรมทางธุรกิจ	Basic Legal Terms	Edit   LegalTerms   Delete
คำพิพากษาศาลชั้นต้น	Basic Legal Terms	Edit   LegalTerms   Delete

E-legal Terms | Legal Term Areas | Have a Questions?

## Create Family Terms

062 426 5997 | jcompeerapap@gmail.com

E-legal Term Book | Home | Legal Terms | User Records | E-legal Term Book | Administrator | LogOut

Home / Family Terms / Create

Family Terms

Law Areas

Basic Legal Terms

Create

## 'Edit' Family Terms

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ost:44303/Vocab/Edit/8

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E-legal Term Book Home Legal Terms User Records E-legal Term Book Administrator LogOut

Home / Family Terms / Edit

Family Terms

อาชญากรรมทางธุรกิจ

Law Areas

Basic Legal Terms

Save

## Searching Thai Legal Terms, English Legal Terms, American Legal Terms from Family Terms

t:44303/Vocab/Legals/7

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E-legal Term Book Home Legal Terms User Records E-legal Term Book Administrator LogOut

Home / Family Terms /

คำพิพากษา

Create

Click 'create' to search Legal Terms

Click here to 'edit' Legal Terms

Click here to 'Delete' Legal Terms

Thai Legal Terms	English Legal Terms	American Legal Terms	Management
คำพิพากษา	a judgment (CN)	a judgment (CN)	Edit   Details   Delete
คำตัดสิน	a decision (CN)	a decision (CN)	Edit   Details   Delete
คำตัดสินของคณะลูกขุน คำพิพากษาคัดสินสุดท้าย	a verdict (CN)	a verdict of judgment(CN)	Edit   Details   Delete

Click 'details' for more details of Legal Terms

### 'Practice Management' Menu for managing exercises

The screenshot shows the 'Practice Management' menu. At the top, there is a navigation bar with 'E-legal Term Book', 'Home', 'Legal Terms', 'User Records', 'E-legal Term Book', 'Administrator', and 'LogOut'. Below the navigation bar, the breadcrumb 'Home / Area' is visible. The main content area lists several legal areas, each with an 'Exercise Management' link. The areas listed are:

- English for Academic Purposes (EAP Law I)
- Basic Legal Terms
- Crime and Punishment Legal Terms
- Women's Rights Legal Terms
- White Collar Crime Legal Terms
- Consumer Rights Legal Terms
- Business Law
- Business Law Item1
- Business Law item2

Callouts in the image point to the 'Exercise Management' links for 'English for Academic Purposes (EAP Law I)', 'Basic Legal Terms', and 'Business Law Item1'. A larger callout points to the 'Exercise Management' link for 'Business Law' with the text 'Click 'exercise management' to manage'.

Click 'create question', Use the symbol ~ for answer space in each question, for the items with more than one answer, please use this symbol , between answers

The screenshot shows the 'Create Question' form. The form has two main input fields: 'Question' and 'Answer keys'. The 'Question' field has a red asterisk and the text '\*Use - replace \*'. The 'Answer keys' field has a red asterisk and the text '\*Use , for more than 1 answer'. Below the form, there are 'CONFIRM' and 'CANCEL' buttons. Below the form, a table of existing questions is visible:

million dollars.		
2. Unlike illegal actions, ~ behavior is legal but not normally acceptable.	deviant	<a href="#">Edit</a> <a href="#">Delete</a>
3. Money ~ and commodities fraud are two examples of white-collar crime.	laundering	<a href="#">Edit</a> <a href="#">Delete</a>

As to answer Research Objective 3) the model of M-learning of Thai-English-American legal terms on the Web-application and E-book for mobile learning, the data was collected four times. Two times were from quiz 1 scores and quiz 2 scores and another two times were from the midterm exam scores, and the final exam scores (table 1) with the total of 27 respondents who studied the English for Academic Purpose Law I course in which students in Section 7 is the experiment group (n = 15) and students in section 7 was the control group (n = 12). The two-way repeated measure ANOVA is used to compare scores between the two groups.

In comparing the research findings between proficiency scores of the Thai-English legal terms usage between the experimental group and the control group studying English for Specific Purposes I (EAP Law I) under the law areas of Crime and Punishment, Women’s Rights, White-Collar Crime and Consumer Rights in a comparison manner with web-application in a mobile usage and computer devices, it was found that only the quiz scores in the experimental group is higher significantly than in the control group. As in the final exam, there is no Vocabulary Part (written by exam committees); therefore, is without vocabulary scores. As a result, scores between the experimental group and the control group actually cannot be compared. However, when they were compared, scores in the control group, again without the source of data of legal terms, showed higher scores than in the experimental group. There are no relations among the frequency in accessing the usage of web-application for the learning of English-Thai legal terms suggested as follows.

**Table 1 Mean and S.D. Scores of Data in Each Group**

Score Types	Groups	n	Mean	S.D.
First Quiz	experiment	15	10.83	1.52
	control	12	11.00	1.48
	Total	27	10.91	1.47
Second Quiz	experiment	15	11.60	2.85
	control	12	12.42	2.50
	Total	27	11.96	2.68

Midterm Exam	experiment	15	10.40	1.33
	control	12	9.05	1.84
	Total	27	9.80	1.69
Final Exam	experiment	15	9.08	1.85
	control	12	9.90	1.24
	Total	27	9.44	1.63

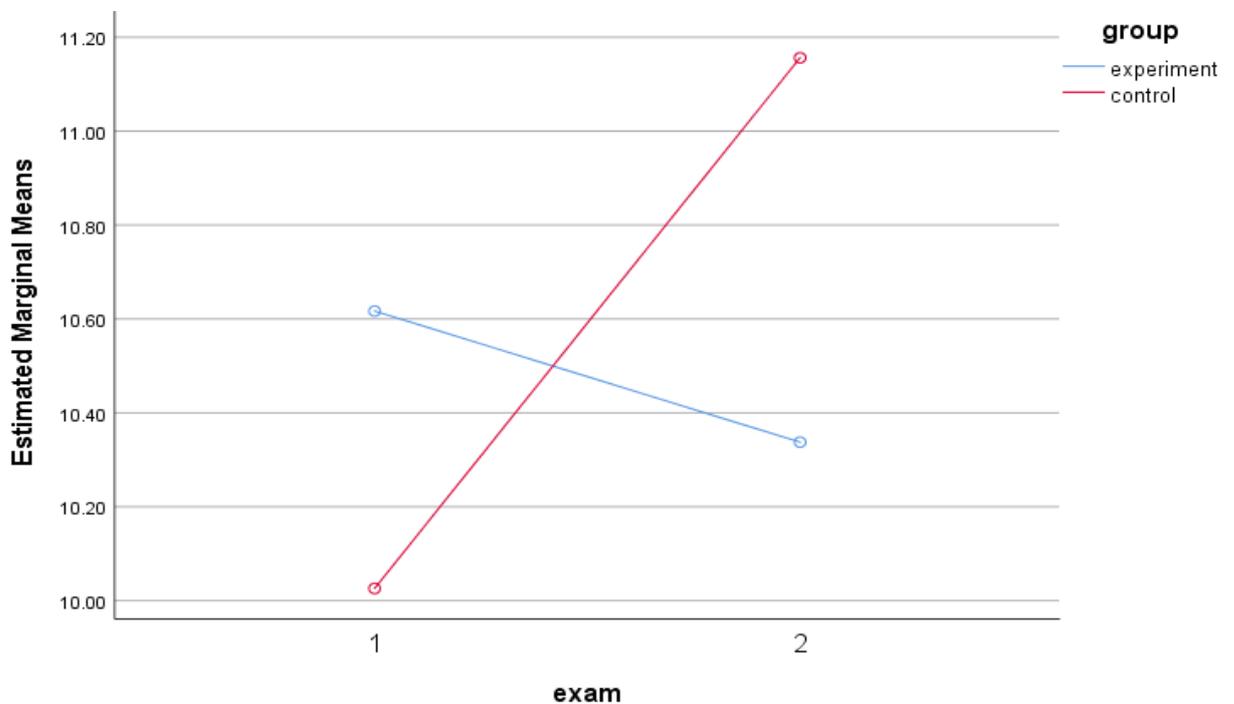
The two-way repeated measure ANOVA was used to compare within-group and between groups. First, the Mauchly's Chi-Square test is for homogeneity of variance for independent tests; however, this repeated measure variable has less than two levels so we assume that the relationships between the pairs of experimental conditions is similar.

The results of the two-way repeated measures ANOVA revealed as in Table 1 that there was significant main effect of Quizzes ( $F(1,25) = 33.33, p < .001, \eta p^2 = 0.57$ ). Overall quiz scores were different when comparing between Experimental Group (mean = 11.46) and Control Group (mean = 9.60), and the means of these two groups are significantly different (mean difference = 1.86,  $S.E. = 0.32, p < .001$ ). There was also the significant interaction effect of the exam score in the control group ( $F(1,25) = 7.58, p < .05, \eta p^2 = 0.23$ ) such that participants in the control group were better scores from midterm exam and final exam than in the experimental group (see in Graph 1). In contrast, it didn't show significance in the exam main effect ( $F(1,25) = 2.76, p = .11, \eta p^2 = 0.10$ ), interaction between quizzes and groups ( $F(1,25) = 1.38, p = .25, \eta p^2 = 0.05$ ), and interaction between Quizzes \* Exams \* Groups ( $F(1,25) = 1.43, p = .24, \eta p^2 = 0.05$ ). That means there was no difference between the overall exam scores and the change of both exam scores and quiz scores between groups.

**Table 2 Multivariate Tests between Quiz, Exam, and Groups ( $N = 27$ )**

Source	Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Quiz	91.94	1	91.94	33.33	0.00	0.57
Quiz * Group	3.80	1	3.80	1.38	0.25	0.05
Error (Quiz)	68.96	25	2.76			
Exam score	4.83	1	4.83	2.76	0.11	0.10
Exam * Group	13.24	1	13.24	7.58	0.01	0.23
Error(Exam)	43.69	25	1.75			
Quiz * Exam	11.83	1	11.83	4.43	0.05	0.15
Quiz * Exam * Group	3.84	1	3.84	1.44	0.24	0.05
Error(Quiz*exam)	66.80	25	2.67			

**Graph 1 Comparing between Experimental and Control Group’s Midterm Exam Scores and Final Exam Scores.**



In conclusion, learning proficiency in the experimental group with web-application and E-book in the experimental group is higher significantly than in the control group as shown above in the results reveal in the quiz scores. However, scores of exams in the

vocabulary part in the control group show that it is better with no relations among the frequency in accessing the usage of web-application for the learning of English-Thai legal terms of EAP Law I by students in the experimental group, quizzes, and examinations.

## **8. Discussion**

Although this study is not directly related to the comparison of legal terms, but rather on the learning proficiency, it can be discussed in terms of the equivalence in legal terminology in that there are relations between legal concepts within one language interrelated in conceptual systems between two or more languages (Sandrini, 1996) as a relation between concepts having the same characteristics (intentional identity) (Arntz and Picht in Sandrini, 1996). On the other hand, some legal terms can be confusing if unjustly treated such as *cassation*, *revision* and *appeal* on equal terms in their legal discourse. Using either appeal when discussion final review cases for the civil law systems; or confusing *cassation* and *revision*. An overview of the history, civil jurisdiction and respective underlying of each institution makes it clear that, despite a noticeable growing converging trend among different institutes, the differences still outweigh the similarities in legal systems of sources of terms such as between the common law tradition (England), Western Europe, French tradition, German and the American legal system (Geeroms, 2002).

In this study, it can be beneficial for learners to learn from comparative sources of English legal terms and American legal terms as well as from the word families showing the similar related words so they can choose the meanings of Thai legal terms in English. Besides, with web-application and E-book, it will help them to access to the learning process easily and profitable in the genre in its own type in English for Academic Purpose (Law I) Course in the law areas of Crime and Punishment, Women's Rights, White-Collar Crime and Consumer Right.

## **9. Suggestion for Further Studies**

Since this research covers legal terms in English for Specific Purposes I (EAP Law I) Course in the area of Crime and Punishment, Women's Rights, White-Collar Crime and Consumer Rights, there are more rooms for further studies in the legal terms with different law area terms in EAP Law II and EAP Law III or even to study legal terms of the whole law areas in the same or similar manner of the nature of research which will be useful for learners in those courses as well as for all legal or paralegal persons in the law areas as a whole.

### **10. Benefits of Research**

This research M-learning of Comparative Thai-English Terms: EAP Law I is the innovative research which initializes the innovation of web-application into EAP Law I for the first time. Moreover, the contents of the legal terms are also conducted in a comparative manner which has never been done before. Besides, legal terms compared, not only to English legal terms but also to American legal terms when meanings are related which again has never been conducted before. Hence, it would be beneficial to law students studying EAP Law I in the future who can access into this web-application to learn as well as other learners such as lawyers and other legal professions who are interested in the areas of studies.

### **11. The Innovation of a web-application, E-book and M-learning**

This innovation of a web-application showing comparative terms, their meanings and sources including sentence examples can enhance learners to learn repeatedly. Moreover, with the web-application usage, it is M-learning *via* the omni-media - mobile phones and other computer devices. This innovation of web-app is created to assist learning in three different forms - a comparative manner by accessing between Thai legal terms comparable to equivalent legal terms from different sources of law such as the English legal system and the American legal system with their usage in example sentences; a word family form which learners can learn legal terms and terms related in the groups of terms and lastly in an E-book form that learning can learn all terms in the areas of Crime and Punishment, Women's Rights, White-Collar Crime and Consumer Right for English for Specific Purposes I (EAP Law I) Course.

## **12. Learning from a Web-application, E-book and M-learning**

When comparing the research findings between proficiency scores of the Thai-English legal terms usage between the experimental group and the control group studying English for Specific Purposes I (EAP Law I) under the law areas of Crime and Punishment, Women's Rights, White-Collar Crime and Consumer Rights in a comparison manner, the research results show that only the quiz scores in the experimental group is higher significantly than in the control group. In the two quizzes, there were vocabulary parts from which their scores could be used as data. From the research results, it is suggested that learners from the experimental group who accessed into the web-application learned better from the tool aiding their learning meanings of Thai legal terms comparing with their sources of terms - English legal terms and American legal terms as well as from the word families of terms related together with the E-book and the repetition and flexibility of whereabouts in learning that the innovation of web-app allows.

## **13. Limitations of Research**

Regarding the exam scores, the midterm and final exam scores are without the Vocabulary Part; although, the total scores the control group show that it is better, it is not related to the consequences of the use of web app with the comparative terms for learning, particularly when looking at the nature of both mid-term exam and the final exam, testing of the legal term part is not separated distinctively. It is in the usage in writing sentences and not for the test of the terms themselves; therefore, there is no legal term scores to measure. Thus, the research results from the midterm and final exam scores between the two groups do not show the significant difference. Consequently, there is no relations among the frequency in accessing the usage of web-application for the learning of Thai-English legal terms.

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