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Economically Suffered Law Students Enhance the Legal Language Skills through the Framed Syllabus

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Abstract: English for Specific Purpose which has emerged in 1960 is the branch of English Language Teaching. In this present situation, students of law need a specific set of language skills for their success in education field and profession place (court) also. Students are unable to write perfect words for their specific task due to lack of training and practice. The Aim of this study is that to enhancement of legal language in economically suffered students. The objectives of the present study are to correct the mistakes and learn sort of Dates and Numbers, Foreign Terminology, Doublets and Triplets, How to Avoid Ambiguity and Sexist Language, Legal Terms. The main purpose of this paper is deal with enhancement of Specific Set of legal terms, legal writing skills through framed syllabus which helps them to attain their level properly. This paper aims at making the law students aware of the need for improving their Legal writing skills through English for specific purpose.

Keywords: Legal Aid, To Confiscate, Verdict, de facto, Economically Suffered Students.

INTRODUCTION

People who are underprivileged have more to grieve and have more to overcome.

—Sheryl Sandberg

The purpose of this research is to enhance the basic legal language skills through the framed syllabus under the domain English for Specific Purposes. In 1960's, English for Specific Purposes (ESP) has developed to turn into one of the most famous fields of EFL teaching at this moment. Its improvement is reflected in the rising various number of universities proposing an Master of Arts in ESP programs (e.g. University of Aston, and the University of Birmingham, in the U.K.) and in the number of ESP programs or courses recommended to in a foreign country learners in English speaking nations. There is at the present a well-

established worldwide journal devoted to ESP discussion, “English for Specific Purposes: An international journal”, also the ESP SIG gatherings of the IATEFL and TESOL are constantly dynamic at their national level seminars. In Japan as well, ESP progress has demonstrated a moderate however clear development in the course of recent days. In particular, increased curiosity has been impelled because of the Mombusho’s choice in 1994 to generally hand over control of university syllabus or curriculum to the universities themselves. This has prompted a quick development in English program or courses gone for particular courses or disciplines, for instance. English for Chemists set up of the other usual ‘General English’ program. The ESP group of people or community in Japan has additionally turned out to be more characterized, with the JACET ESP SIG started in 1996 (presently with 28 persons) also the JALT N-SIG to be framed soon. At last, 8 November in this year the ESP group of people met up overall at the primary Japan seminar or conference on ESP, held on University of Aizu.

REVIEW OF LITERATURE

In the article titled “A General View on the relationship between ESP and EGP,” **Alexandra-Valeria Popescu (2010)** has presented a study as an attempt to inquire succinctly into the relationship between English for Specific Purposes (ESP) and English for General Purposes (EGP). In particular, the general purposes as well as their distinctive features were elaborated upon and examined. According to the findings of this research, it is revealed that, to draw a parallel between ESP and EGP in order to present their common and specific characteristics in appropriate way.

Devika Malini (2011) attempted to evaluate English Language Teaching in India. According to the findings of her research, act of 74% of literates in India, only 13% of them might possibly read and write English well.

The researcher went through some articles and theses on ELT and ESP. With the help of these studies, a research gap was found out so as to frame the hypothesis and research questions in appropriate ways.

HYPOTHESIS

The researcher conducted the experiment in Government Law College-Chengalpattu. The formulated hypotheses and null hypotheses of the research are as follows:

Hypothesis

1. There is no significant difference between the mean score performance of Economically Suffered Learners of Experimental Group and Control Group in the entry-test.
2. There is no significant difference between the mean score performance of Economically Suffered Learners of Experimental Group and Control Group in exit-test.

SAMPLE OF THE RESEARCH

The sample of the research consisted of sixty students studying second year LLB Students from Chengalpattu Government Law College - Chengalpattu. This sample size included 40 Girls and 20 Boys. They have

classified into two different groups first one was Experimental Group and another one was Control Group. Thirty students in each groups.

- 1) Experimental Group- 30 Students-Economically Suffered Students-Rural Background
- 2) Control Group-30 Students- Non-Economically Suffered Students-Urban Background

METHODOLOGY

Research Design

This mixed research study consists of two parts in terms of methodology used. The first and main part is the quantitative study. This quantitative part of the study employs a questionnaire method to collect the data from Second year government LL.B., Students.

The Second part is qualitative part of the study. This part serves as the supplement of the first part of study. This part utilizes the critical thinking skills with open-ended questions perception of their students' needs and abilities their recruits.

Participants

This research study adopted Experimental research method. Data was gathered from a group of students through two specific methods, Qualitative and Quantitative method. The participants in this study were the fourth year, LL.B., students at Government Law College, Chengalpattu. In order to achieve the objectives framed for this study, 60 students were selected for sample by using purposive sampling method. In interpretation and discussion part, the researcher discussed their sample performance in entry-test and exit-test.

Instruments

Questionnaire consisted 28 questions were closed-ended questions. In total twenty eight questions consisted 40 marks.

Materials

The materials used in the study are the syllabus framed by researcher. It could help the sample group to acquire new Legal Words and make them use it on appropriate places. The Framed Syllabus, which had four units also, has space to enrich the students' Legal Terms and Basic Grammar Skills. In the Third and Fourth unit, Researcher used smart classroom.

Procedure

The study is done by conduction an entry-test and an exit-test. The participants were tested individually. In the beginning, the participants were told that the study is focused on legal terms, phrases, and documents writings.

Entry-Test

Initially the participants completed an entry-test, which was helpful to assess their knowledge in the target skills. The questionnaire consisted close-ended questions. In this session, the participants were

given vocabulary tests to find out or choose the meanings of few words and phrases related to legal terms. The questionnaire had been administrated in order to test the students' knowledge on legal words, phrases.

All the Students from different parts of TamilNadu and they were from Economically Suffered students. In the Entry-Test, All the students secured minimum marks. Because of lack of confidents in learning the language and fear to speak in front of others. While teaching the framed syllabus, researcher taught some motivation to speak and write in front of others.

Exit-Test

The Exit-test was conducted among the students after teaching legal words, comics, some movies, and grammar. Later the questionnaire was provided to the students. The data from both the entry-test and the exit-test were then presented together and interpreted.

In the Exit-Test, All the students secured maximum marks. Because of they develop the confidents to speak and write in front of others. By the help of this classes all the participants develop the fundamental of legal language skills properly.

Instructional Sequence

The researcher taught the framed syllabus in forty Hours. The Syllabus was taught in such a manner as to lay emphasis on the legal terms, literary texts and Comics. So that the participants learnt specific words, legal writing skills properly. The framed syllabus has four units. Those units are given below,

1. Basic Standards of Legal Writing,
2. Essential Grammar & Legal Editing,
3. Legal Writing Skills, and
4. Judgmental Skills.

This special framed syllabus taught only in experimental groups not control group students. By the help of the framed syllabus how the experimental groups got positive result. Those were given below,

Finding Mean Value

Mean is the simplest measurement of the central tendency. It is also known as arithmetic average. During the data assessment of the research, mean values are found for the parameters of speaking skill such as fluency and coherence, pronunciation, vocabulary and grammar based on the performance of the visually challenged learners in the entry test and exit test.

Paired Sample t-test

Paired Sample t-test is a parametric test used for judging the significance of the mean of differences between the paired scores. It is otherwise known as dependent t-test. It is used to test the differences between the entry behavior and exit behavior of the completely blind learners, as well as partially sighted learners.

RESULTS AND DISCUSSIONS

Hypothesis 1

There is no significant difference between the mean score performance of Economically Suffered Learners of Experimental Group and Control Group's in the entry-test at venue - A.

Table 4.1
Performance of Chengalpattu Experimental and Control Group entry-test

<i>Pair 1</i>	<i>N</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>T</i>	<i>Sig. (2-tailed)</i>
Experimental-Entry-Test	30	22.32	7.53	.603	.728
Control-Entry-Test	30	23.13	8.02		

* Significant at 0.05 level.

Inference

From the above table-1 it is evident that the difference between control group entry-test and experimental group exit-test, where the t – value is .603, which is significant at .728 level. It shows the mean scores of entry-test in control group and mean value of control group differ significantly. The mean score of is 22.32 in Experimental group entry-test and Control group entry-test is 23.13, difference between both the scores are 0.81. It shows that the mean scores of entry-test in Control group slight difference from entry-test in Experimental group. In this context, the null hypothesis H_2 'There is no significant difference between the mean score performance of Experimental Group in the entry-test and Control group entry - test' is accepted. It may therefore be said that the entry -test of Experimental group were found to have significantly little difference in control group entry -test. It is evident from the above result that the performance of both Control group and Experimental group student in entry -test.

Hypothesis 2

There is no significant difference between the mean score performance of Economically Suffered Learners of Experimental Group and Control Group in Exit-test.

Table 4.4
Performance of Chengalpattu Experimental Group and Control Group in exit-test

<i>Pair 1</i>	<i>N</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>T</i>	<i>Sig. (2-tailed)</i>
Experimental Group-Exit-Test	30	60.30	8.512	28.424	.000
Control Group-Exit-Test	30	17.73	5.225		

* Significant at 0.05

Inference

From the above table 2 it is evident that the difference between control group Entry-test and experimental group Exit-test, where the t – value is 28.424, which is significant at .000 level. It shows the mean scores of control group and experimental group differ significantly. The mean score of experimental group is 60.30

and control group is 17.73, difference between both the scores are 42.5677. It shows that the mean scores of Exit-test of experimental group differ significantly from exit-test of control group. In this context, the alternative hypothesis, 'There is no significant difference between the mean score performance of Experimental Group in the exit-test and Control Group the exit-test at venue - A' is accepted. It may therefore be said that the exit-test of experimental group's were found to have significantly higher than control group exit-test. It is evident from the above result that the performance of both Control and Experimental group students of Under Graduate Level Law Students.

CONCLUSION

Economically Suffered Students legal language skills and public speaking skills also developed. By the help of this special syllabus. Experimental group was performed higher mean value than Control group students. The result of this quasi-experimental research method is very positive. This special English syllabus gave them a new and effective perspective. After attending some regular classes the students got involved with the subject. Because the syllabus focuses on all the four skills (LSRW) of a language. This study focused on second year law students. The researcher gave some moot court activities which made the students to get involved to the subject actively. Through this study the participants learned a lot of things related to their field. So the researcher highly suggested that this special syllabus could be added on to the Government law college's general curriculum for the students' carrier development.

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ANNEXURE – I

Questionnaire

Research Topic: Learning the Fundamentals of Legal Language through Teaching and Testing Method of the Framed Syllabus

- I. Choose the appropriate meaning of words:
- 1) Declaration of guilt
 - a) Rejection b) Truthful c) Confession d) Acquit
 - 2) Stopped
 - a) Permit b) Request c) Banned d) Encourage
 - 3) Defendant
 - a) Corruption b) An individual against whom a lawsuit is filed. c) Blackmail d) Public inebriation

- 4) Verdict
 - a) Judgment b) Information c) Agreement d) Imprisonment
- 5) Capital offense
 - a) Provide relief from blame b) Accuse formally c) Order d) A crime punishable by death

II. Define the following:

- 6) Bail
- 7) De facto
- 8) An Ex parte
- 9) Attorney
- 10) De jury.....

III. What do you mean by the following Latin terms?

- A) Latin terms
 - 1) Null and Void -
 - 2) habeas corpus -
- B) Abbreviation:
 - 3) F.I.R -
 - 4) CBI -
 - 5) MACMA -

IV. Read the following confusing words and frame sentences using each of the words in them:

- 1. Conduct – Contact
- 2. Stationary – Stationery

V. Grammar:

- a) Preposition:
 - 1. The car will stop here (on, at, in) 5:45 p.m.
 - 2. My son is coming..... (on, at, in) this march.
 - 3. We started this work (on, at, in) 1971.
- b) Tenses:
 - 1. Bar Council..... (frame) some new rules and regulations.
 - 2. Lawyer (handle) this civil case for seven years.
 - 3. Ramesh..... (file) the complaint against Suresh.
- c) Punctuation:
 - 1. The sisters friend sat in a corner
 - 2. What will they going this week end
 - 3. He shouted at them Go away they hate you
- d) Chang Direct into Indirect Speech:
 - 1. Pradeep said, “I am going to chennai”
 - 2. “Alas!I have broken my friend’s pen “said she.