



**PERCEPTIONS OF ENGLISH LANGUAGE
PROBLEMS AND NEEDS IN THAI LAWYERS**

BY

MS. NATCHA SUGARIN

**AN INDEPENDENT STUDY PAPER SUBMITTED IN PARTIAL
FULFILLMENT OF
THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF ARTS IN CAREER ENGLISH FOR
INTERNATIONAL COMMUNICATION
LANGUAGE INSTITUTE
THAMMASAT UNIVERSITY
ACADEMIC YEAR 2020
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ENTITLED

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was approved as partial fulfillment of the requirements for
the degree of Master of Arts in Career English for International Communication

on June 05, 2021

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ABSTRACT

The purpose of this study is to explore the English language problems faced by Thai lawyers and to identify the main English skills they need. The findings of this research study can be utilized to increase Thai lawyers' English language competency. The participants of this study comprised 160 lawyers who had already obtained degrees in law and were members and students of the Thai Bar Association. The participants were selected using the purposive sampling method and were asked to complete a questionnaire which was distributed via Google Forms. The questionnaire data covered the problems and needs for English language skills in targeted situations. The data were then computed into frequency, percentage, mean, and standard deviation. Qualitative findings derived from open-ended questions were analyzed using the content analysis method. The results revealed that speaking and writing skills were the most problematic and necessary skills for Thai lawyers. The study also identified speaking skill as the most sought after area of improvement. With regard to the 'ways' to improve English language skills, self-learning and consistent practice were perceived by the participants as the most effective techniques to improve their English language skills. Furthermore, this study recommends that future investigations should be carried out through qualitative methodologies, such as interviews, and on different groups of lawyers to offer wider comprehension into the English language needs of legal professionals.

Keywords: Problems, Needs, English language skills, lawyers

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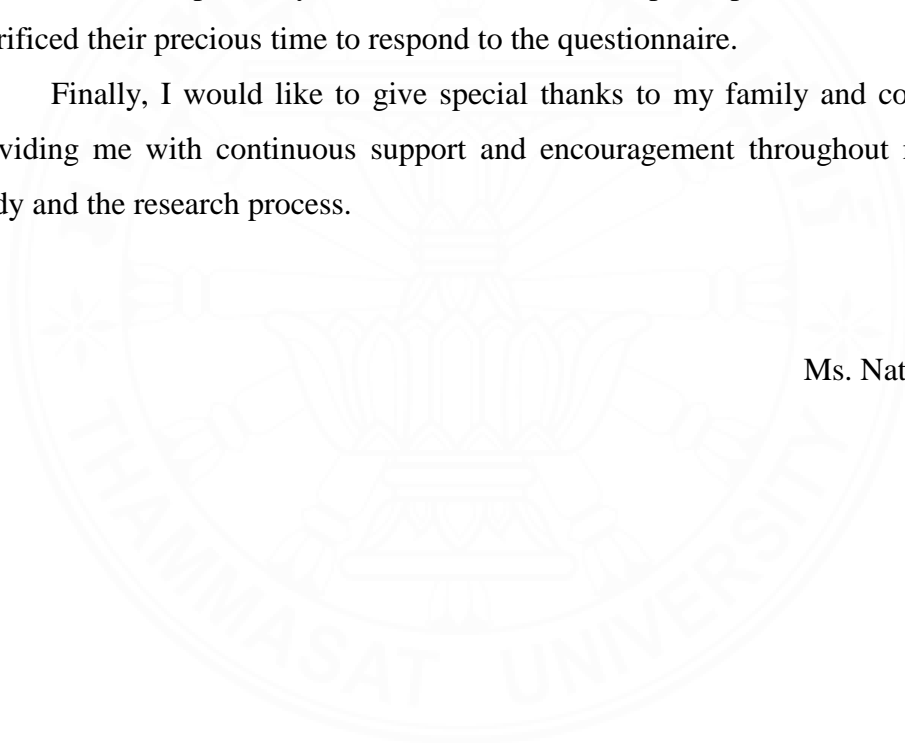


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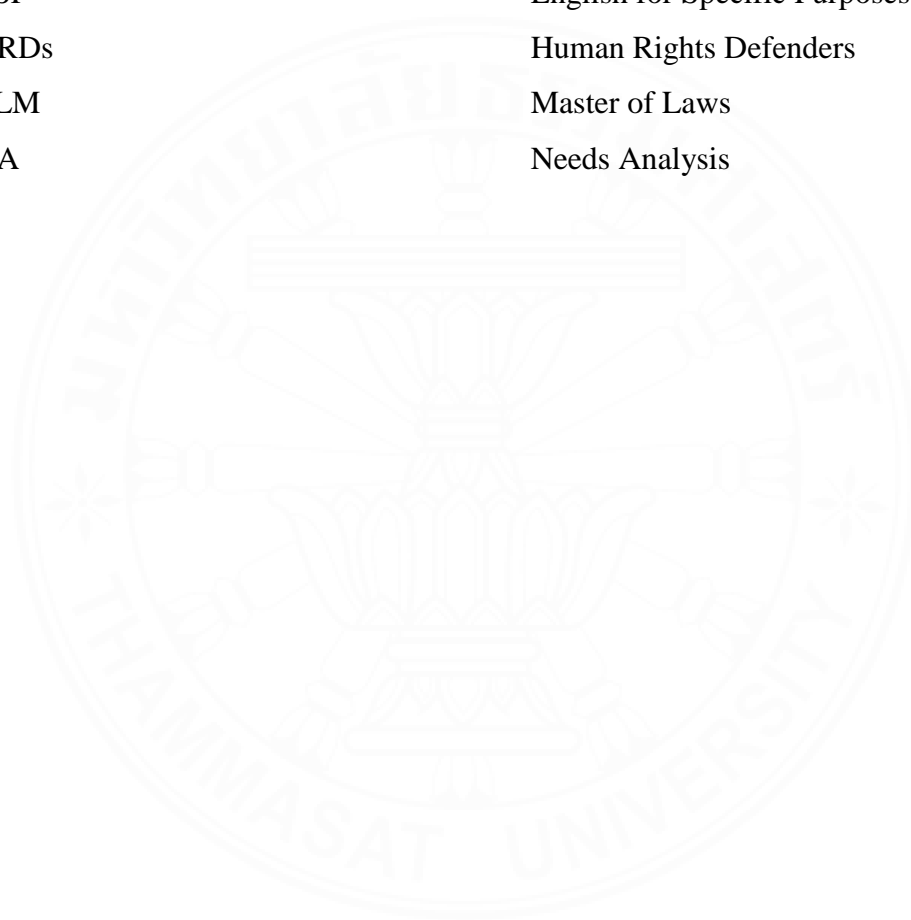
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LIST OF ABBREVIATIONS

Symbols/Abbreviations	Terms
BA	Bachelor's Degree
ELP	English for Legal Purposes
ESP	English for Specific Purposes
HRDs	Human Rights Defenders
LLM	Master of Laws
NA	Needs Analysis



CHAPTER 1

INTRODUCTION

1.1 Background of the Study

English is an international language used globally and not only for communication but it also plays a significant role in creating academic and professional opportunities. English is extremely important and necessary in the rapidly changing era of the borderless world. In light of Thailand's entry into the ASEAN Economic Community, using English as a common language to contact other member countries is now more essential. The same is true for the legal profession, it is now also an exigency to be efficient in foreign language for Thai lawyers to be able to transcend national boundaries in communication and conduct legal affairs at the international level.

Knowledge of English assists Thai lawyers to be informed of legal information rapidly due to various foreign media presentations in English, and also helps them to communicate with foreign lawyers, clients, parties, or witnesses. Currently, English is not only important in terms of court proceedings, the legal professional must also use English in "International Negotiations" "International Transactions" or "Dispute Resolutions" in drafting contracts and with other legal documents which are related to English as a whole. Moreover English is vital to help develop the Thai legal system to prosper by aligning it with international law to develop the international legal system of Thailand and develop Thai lawyers to be equals with foreign lawyers.

Akapin (2018) stated that this is because we are in the era of globalization where business transactions between Thais and foreigners are common. In addition, there may be disputes between Thais and foreigners, as well as disputes where both parties are non-Thai nationals but there is a need for the trial to be conducted under a Thai Court's jurisdiction. In such instances, some or all of the evidence may be in English. For example, a foreign national witness may use English to communicate. Although there may be translators or interpreters available to translate for those witnesses in Thai, it is arguably better for lawyers to know and understand the meaning of documents or testimony themselves, in the aspect of content accuracy as well as economy.

English for Specific Purposes (ESP) is recognized as a trend in English language teaching. Many recent scholars accept that ESP courses are efficient to develop students becoming more proficient in their study area. Paltridge & Starfield (2013) stated that ESP broadly means teaching and learning English as a second or foreign language where the objective of the learners is to utilize English in a specific domain. In the words of McDonough (1998), ESP, more specifically, “describes language programs designed for groups or individuals who are learning with an identifiable purpose and clearly specifiable needs” (p.105). As this definition explicitly shows, needs lie as the main component of ESP.

The researcher's purpose is to survey the English problems and needs of Thai lawyers and also disclose what they need and what are the problems which prevent them from achieving fluent English language, which will be done through the needs analysis process. Needs Analysis (NA) refers to the procedure during which researchers gather, analyze, and evaluate various sources of data to cater to the ESP learners' special needs (Gea-Valor, Rey-Rocha, & Moreno, 2014). Flowerdew (2013) put forward the idea that NA is the primary step in ESP courses which is utilized to define the content and methodology of ESP courses.

The results from this study will assist in designing an English course for lawyers so as to enhance English proficiency based on English for Specific Purposes. This study is designed to survey the needs of utilizing English language of Thai lawyers and will assist to shape English courses to fulfill their English needs and maximize their abilities to communicate in English.

1.2 Research Objectives

This study explores the problems and needs of English usage of Thai lawyers. Its findings would be useful for the increase of English language competency of Thai lawyers. Thus, this study aims at exploring the below items:

1. To identify the problems faced by Thai lawyers when using the English language.
2. To investigate the English language skills that Thai lawyers need to improve.

1.3 Research Questions

1. What are the problems faced by Thai lawyers when using English in their professions?
2. Which English language skills do Thai lawyers need to improve?

1.4 Definition of Terms

Problems:	The troubles or difficulties faced by Thai lawyers when using the English language.
Needs:	The necessities and lacks in using the English language that affects the quality of English proficiency for Thai lawyers.
English language skills:	The four main English language skills consisting of listening, speaking, reading, and writing, including translation which is a relevant skill for use of the English language as required by Thai lawyers.
Lawyers:	Thai legal professionals working in both the public and private sector; working in government agencies, law firms or private companies, including those who work as sole practitioners.

1.5 Scope of the Study

This study is designed to examine the English language problems and needs of Thai lawyers. The research was conducted by collecting data quantitatively, using a researcher-made questionnaire with 160 participants who graduated with a bachelor's degree in law and are members and students of the Thai Bar Association. The Thai Bar Association is a government professional organization for lawyers which provides legal education courses and administers the bar examination. Lawyers seeking barrister-at-law status, must still pass the bar examination, which is a mandatory qualification requirement for those pursuing a judicial appointment or for those hoping to practice law as a public

prosecutor or judge. Moreover, the barrister-at-law status is accepted in government organizations as a higher level of education as a professional.

The study attempted to determine the problems of English language, the needs, and the specific requirements regarding using English language skills, such as listening, speaking, reading, and writing including translation. In addition, this study aimed to investigate the most needed English skill to be improved, it also sought suggestions on the most effective ways to improve English skills for Thai lawyers.

1.6 Significance of the Study

The result of this study is anticipated to provide a thorough understanding as to the problems and needs of using the English language for Thai lawyers and develop their legal English knowledge and proficiency in communicating legal concepts by using the English language. This information can provide valuable recommendations for English language lessons for lawyers, and help to design English courses that focus on preparing Thai lawyers for legal English in real life situations that require competency in English language skills. Also, the results of this study can benefit all stakeholders such as lawyers, clients, parties, including witnesses, to communicate with each other more efficiently. In addition, the results could be applied as a contribution to enhancing English courses for lawyers. This study may reveal some recommendations for the development of the courses to the English language lecturers so as to provide more proficient English courses for lawyers by tailoring the courses according to their needs.

1.7 Organization of the Study

This study of perceptions of English language problems and needs in Thai lawyers is separated into five chapters as follow:

Chapter 1 contains the introduction that provides the background, objectives of the study, research questions, definition of terms, scope and significance and includes the organization of the study.

Chapter 2 presents the review of literature related to research topics and previous research studies that are relevant for this topic. It features English for specific purposes

(ESP), needs analysis (NA), English language skills needed by lawyers, and English language problems encountered by lawyers.

Chapter 3 outlines the research methodology providing details of the research design, participants, research instruments, data collection and data analysis.

Chapter 4 reveals the data analysis and describes the results and discussion of the study.

Chapter 5 indicates the conclusion and recommendations that hopefully benefit further studies.



CHAPTER 2

REVIEW OF LITERATURE

This chapter investigates the major literature to perceive problems and needs of English skills for lawyers. The content consists of five main sections. The first section will begin with the concept of English for Specific Purposes. The second section will provide the significance of Needs Analysis. The third section indicates English language skills needed by lawyers. Then, English language problems encountered by lawyers will be discussed in the fourth section. Finally, the last section reviews some relevant research about the needs and problems in using English language skills for lawyers and some other occupations related to law and rights enforcement.

2.1 English for Specific Purposes

English for Specific Purposes (ESP) is considered as a new trend in English language education. ESP programs apply the results of a needs analysis process to develop a curriculum and learning materials. ESP courses are believed to be able to assist students become more competent in their area of study. Anthony (2018) proposed that ESP is an approach to language pedagogy that learners need for their current and future academic or occupational responsibilities, ESP emphasizes the essential language and skills to address these needs and assists learners in reaching these needs through the use of ordinary or specific teaching materials and methods.

Hutchinson and Waters (1987) provided a broad definition of ESP as “an approach to language teaching in which all decisions as to content and method are based on the reasons of learners for learning” (p.19). According to Paltridge and Starfield (2013), ESP is “the teaching and learning of English as a second or foreign language where the goal of the learners is to use English in a particular domain” (p.2).

Stevens (1988) distinguished the characteristics of ESP into absolute characteristics and variable characteristics. Later Dudley-Evans and John (1998) mentioned the two characteristics of ESP: “...*absolute characteristics* represent ESP as a production to meet specific needs of students and makes use of underlying methodology and activities of the discipline. It focused on the language appropriate to

these activities in terms of grammar, lexis, register, study skills, discourse and genre; whereas *variable characteristics* identify ESP as it is designed for particular disciplines for intermediate or advanced students with a different methodology from that of General English” (p.4-5).

ESP classes are absolutely more specific classes than general English classes. Orr (2002) identified the characteristics of ESP as a specific branch of the English language education that is required to perform specific tasks for specific purposes.

ESP courses are principally designed to meet students’ needs based on their study area. The objective is to enhance students’ competence and assist them to be ready to manage daily situations and deal with professionals in several fields such as engineering, medicine, education, science, business, and law.

2.2 Needs Analysis

Needs analysis (NA) is a significant component of English for Specific Purposes courses. To perceive needs is the significant task for practitioners necessary to enhance the efficiency of any language course (Mackay, 1987). Hutchinson and Waters (1991) stated: “Tell me what you need English for and I will tell you the English that you need” (p.8). Their viewpoints indicated that the design of English language courses with relevance to learners’ needs would develop the learners’ motivation and make their learning improve. They also made the significant point that “What distinguishes ESP from General English is not the existence of a need as such but rather an awareness of the need” (p.53).

Needs Analysis refers to the process during which researchers gather, analyze, and evaluate various sources of data to cater for the special needs of ESP learners (Gea-Valor, Rey-Rocha, & Moreno, 2014; Huhta, Vogt, Johnson, & Tulkki, 2013). Moreover, Flowerdew (2013) stated that Needs Analysis is the first stage in ESP to develop a specific course, which is conducted to define the content and methodology of a course. Other stages in ESP course design, including syllabus design, materials development, materials production, and evaluation, strongly rely on NA (Dudley-Evans & St. John, 1998).

Several approaches to NA have been proposed. The following approaches have been listed by Paltridge and Starfield (2013), such as target-situation needs analysis,

present situation needs analysis, and deficiency analysis. Target-situation needs analysis is the earliest approach to NA which grasps that needs analysis should be focused on the linguistic needs of ESP learners who require it to operate well in real life (Spence & Gi-Liu, 2013). Present situation needs analysis refers to the current language skills of the learners, their competences and aspirations as well as their language use (Dudley-Evans & St. John, 1998; Hyland, 2006). Deficiency analysis points out the combined target situation analysis and present situation analysis, implying that we “start from the target situation and design the curriculum around the gap between the present abilities of the target trainees and the needs of the situation in which they will find themselves at the end of the training program” (West, 1994, p.10).

In addition, Needs Analysis is a very helpful instrument for categorizing students’ needs and identifying their problems in language use. Furthermore, needs analysis can instruct possible solutions to the language problems that target groups come across (Lawrence and Springer, 1991).

2.3 English Language Skills Needed by Lawyers

Hyland (2006) defined needs as “an umbrella term that embraces many aspects, incorporating learners’ goals and backgrounds, their language proficiencies, their reasons for taking the course, their teaching and learning preferences, and the situations they will need to communicate in” (p. 76).

Needs are often classified into many groups. Hutchinson and Waters (1987) differentiated between target needs, including necessities, lacks, and wants, and learning needs. Berwick (1989) divided needs between perceived needs that were identified by researchers and felt needs identified by language learners. For Brown (1995), language needs refer to information about target linguistic behaviors, which include details about the circumstances in which the language will be used.

Boulet (2015) explained that skills refer to efficacy, which utilizes knowledge of specific conditions through practice. Skill is progressed by combining sensory input and output such as observing, listening, and speaking to people. Social skills are advanced through interaction with people. The best ways to develop skills are testing and error. Boulet also made a clear comparison of the word knowledge and skills that knowledge is theoretical while skills are practical.

In a broad view, the fundamental need of legal English education is to enhance the balanced development of the learners' subject knowledge and English proficiency (Zhang, 2011). Therefore, the overall objective of a course is to facilitate the law students' preparation for their future profession since good mastery of expertise together with a high level of English proficiency can give them an edge in today's extremely competitive workplace.

According to Khan and Shah (2013), the four language skills have much significance for language learners. For legal learners, it is not possible for them to apprehend English language without mastering all the four language skills. Proficiency in the four language skills is the target area in a language course; one skill contributes towards the other one. The receptive skills are listening and reading while speaking and writing are the productive skills. All the skills contribute to each other in their acquisition.

English for lawyers is the use of English language for specific purposes, providing the specific aspects of English that are relevant to the legal profession. Many terminologies or vocabularies with specific meanings are widely used with distinct meanings in the legal context. Naksrikhrach (2020) stated that to be skilled and expert in English, a starting point for the development of English, especially English for legal practitioners, is to start with words and phrases which can be developed into a unique set of vocabularies called legal terminology.

Besides legal terminology, many expressions should be appropriately addressed for their legal aspect. Thacharoensak (1997) described that the English language used in many legal writings has a historical basis from Latin and French which creates an obstacle to understanding. Legal professionals should familiarize themselves with legal vocabularies and special expressions that are commonly used in the legal context.

Moreover, communication is a basic functional aspect of language used by the legal profession. It covers four skills, namely, listening, speaking, reading and writing. Furthermore, translation is another crucial skill for legal practitioners to possess due to the rapidly changing era of the borderless world (Akapin, 2018).

2.4 English Language Problems Encountered by Lawyers

Many factors, both internal and external, can cause problems in using the English language. Mustafa, Rashid, Atmowardoyo and Dollah's (2015) work pointed out that the attitude of English language users is a significant internal factor for their success or failure in enhancing their English skills. On the other hand, external factors, such as limited opportunity to use the English language and interference from the first language, caused problems in language learning.

Moll et al. (1980) explained that the "problem" of using English as a second language was because learners were unable to use English skills in a comfortable way. Brown (1994) confirmed that the difficulty for language learners was their lack of knowledge of vocabulary, and they often faced problems understanding many new and unfamiliar words.

Brostoff, Sinsheimer and Ford (2009), presented a preparatory course for international lawyers in the United States called "English for Lawyers (EFL)". The study revealed several difficulties for Master of Laws students, especially for international students who were not native English speakers as they had problems with English vocabulary, particularly legal vocabulary. They also indicated difficulties in reading and writing, and they struggled with lectures and discussions related to law cases. These problems confronted all law students, especially international students who were unfamiliar with the technical legal language and content area.

Many researchers have investigated the problems in using the English language that have obstructed Thai learners from achieving their ambition of mastery. Satrak (2019) proposed that learning English for lawyers is the study of English in a legal context, which has specific meanings and is different from general English both in terms of meaning and the selected vocabulary. It involves civil and criminal contexts and includes groups of words that are often used to communicate a particular meaning. Legal terminologies are difficult to understand and interpret due to their unique characteristics. In addition, grammar and sentence structure are different from general English, which causes problems in reading, writing, listening, and speaking.

Thacharoensak (1997) found the answer to her research question "What do Thai lawyers need?" by conducting a survey with MA students in the Faculty of Law at Chulalongkorn University. Regarding English language skills, the respondents will

give priority to reading, listening, speaking, writing, and translation respectively. The result showed that the percentages of reading, listening and speaking are very close, while writing and translation are regarded as less necessary than the three aforementioned skills. They also suggest that law institutes pay more attention to adjusting the curriculum to have more English language teaching and incentivize law lecturers to become more interested in teaching English.

2.5 Previous Studies

The English language is the world's outstanding communication language and it has become a necessity for people who desire to enter the global workforce to communicate in English. Many research studies from around the world reveal that cross-border communication is conducted largely in the English language. However, limited studies have investigated the problems and needs regarding the occupational English language skills in the area of legal professions in Thailand. Nevertheless, other relevant studies about the needs and problems in occupational English skills have been selected and summarized below.

A selective review of empirical studies on problems and needs in English language skills has been conducted in Thailand and elsewhere across the world in order to investigate language learners' specific problems and needs in a variety of contexts. Some of these studies were summarized and divided into two main parts. The first part consists of empirical studies carried out from different countries in the world. The next part explores relevant studies regarding occupational English language skills in Thailand.

Xhaferi (2010) identified the importance of language skills, the attitude of law students and lecturers towards an ESP for law course, and carried out a needs analysis at South East European University. The data collection was done through questionnaire and interview and the result showed that the participants recognized ESP to be crucial for the students' future careers and they seemed to be considerably motivated and interested in taking ESP courses. Regarding language skills, speaking and writing were the most important skills; however, terminology was a very significant concern since one of the main problems of students in communicating in English was because they lacked knowledge of specific vocabulary.

Khan and Shah (2013) conducted a study of a needs analysis with the objective of improvement in the English language course for law students in Pakistan to answer their professional needs with a special emphasis on all four skills. The study was done through prepared questionnaires with different parts stressing all the four skills. The result showed that most of the participants were uncertain about understanding a law lecture in the English language, which meant they lacked training in listening. For writing skill, the participants were not proficient in paragraph writing which indicated that they lacked the basics, and this resulted in a lack of confidence in their writing skill. Reading is a significant skill for legal learners and most of the learners were good at reading legal documents. The study showed the uncertainty level of learners in speaking English with confidence. The researcher mentioned that it might be the result of many reasons ranging from pedagogical to social.

Esfandiari (2015) investigated the English for Specific Academic Purposes (ESAP) needs of Iranian law students from three universities in Iran. General vocabulary, terminology, and using general bilingual dictionaries were the most crucial target needs, also grammar, pronunciation, and guessing the word meaning from suffixes and prefixes were perceived as the present needs of law students. The result of this research pointed out that the development of ESAP courses for law students should be focused on more general English, encouraging them to improve their reading skills to fully understand legal academic English textbooks and other law documents.

Chovancova, Kordic, & Sierocka (2018) examined the linguistic needs of law professionals in four European countries, with the objective to identify their perceptions on the importance of particular language skills together with their preferences for an English for Legal Purpose (ELP) course. The data, collected from a questionnaire of 536 legal professionals from Poland, the Czech Republic, Croatia and Germany, illustrated that although the respondents accorded with most of the main points, there were some differences in points related to the respondents' age and the specific professional tasks they performed in the legal profession. The study concluded that speaking skills were felt to be vital by all lawyers across the sample. The Czechs, the Poles and Croatians ranked writing as the second most important skill, whereas the Germans considered listening to be far more important than reading or writing. Based

on this needs analysis, the participants from the four countries considered legal terminology and phraseology as a crucial element of a legal English course.

Although a number of research studies have been conducted to investigate the problems and needs of English language skills in various professions, the number of studies that focus on the occupational English language skills of legal professionals in Thailand is limited. In this study, the researcher focused on three occupations, namely, the military, police officers and those who work in the human rights sector. The reason was due to their relationship with law and rights enforcement for the purposes of maintaining public order in society.

Human rights organizations have the power to investigate cases when they receive complaints about human rights violations; these activities need to be done in order to make sure the law is complied with. Krabuansaeng (2011) investigated the needs and problems of Thai human rights defenders (HRDs) using English for their work, a questionnaire was employed to gather the data from 60 Thai HRDs. The results showed that listening is the most needed skill, followed by speaking, reading, and writing respectively. The most problematic proficiency was writing, followed by listening, speaking and reading. However, speaking and writing skills are also essential, particularly in delivering oral presentations and answering questions in their work. Panyawong (2019) investigated the key English communication problems of 56 Thai officers in a Thai human rights organization using a questionnaire to collect the data. The findings showed that all problems in using English in general, except reading, were at an extensive level with writing as the most problematic skill while reading was at a moderate level.

The use of English language is a relatively important part of military operations as they heavily rely on international cooperation and application of international law, for example, when defending against global terrorism or dealing with cross-border conflicts. Therefore, it is inevitable for military personnel to engage with the law and use English as a language for communication with their international counterparts. Khocharatana (2017) investigated the needs and problems of English language skills among Royal Thai Army officers. A total of 100 officers were the participants in this study by using a questionnaire and semi-structured interviews to analyze needs and problems in English language skills. The results indicated that the most needed skill

for RTA officers was listening, while listening and speaking were reported as the most problematic. Also, listening and speaking were at the top in need of improvement. Furthermore, recommendations in the research regarding improvement of English language skills suggested there should be a focus on the use of technology as the supporting tools for teaching and learning strategies that may motivate learners to enhance their levels of English proficiency.

Pinsaikeow (2019) surveyed the English language skills of soldiers in the infantry corps of the Royal Thai Army to characterize their problems and identify their needs by recruiting 103 participants to answer a questionnaire. The results revealed all skills were scored at a moderate level with respect to problems and needs; writing was the most problematic skill, while speaking was the most needed skill. It was concluded that the problems and needs regarding specific tasks should be analyzed further to encourage English language courses aimed at developing the English language teaching and learning in the Royal Thai Army.

Police officers are also among the professions that require the use of English language as part of their work. This study focuses on the Thai tourist police and the police officers at Chanasongkram Police Station. Khamkaew (2009) did research on the needs and problems of the English language usage with a focus on listening and speaking skills of the Metropolitan Police Officers at the Chanasongkram Police Station in Bangkok. A total of 30 Thai police officers were interviewed and answered a questionnaire. The findings showed that police officers tend to encounter many problems when they communicate in English with foreigners. However, speaking skill was ranked as the most crucial problem for Thai police officers when communicating with foreigners. The police officers recommended that an English training course was required in order to help them develop English language skills.

Sae-Jeng (2019) investigated the problems and also analyzed the most needed occupational English language skills for Thai tourist police officers at their workplace. The research participants were 30 Thai tourist police officers working at the international airports, and the research instruments were a questionnaire and semi-structured interviews. The overall research findings discovered that the most essential problem for the English skill of Thai tourist police officers was listening, followed by writing, speaking, and reading skill. In addition, reading was strongly considered as the

most needed skill, followed by speaking, listening, and writing skills. Furthermore, they suggested that the improvement of the four necessary English language communication skills was an urgent need for Thai tourist police officers to reach the goal of effective communication.

These previous related studies aimed to investigate the needs and problems of English language skills from different occupational fields; they illustrate that different career fields require different use of English language skills to perform at work. It was not only the differences in career fields that defined what English language skills were necessary, but the 'situation' also played a significant role in the use of English at a workplace.

According to the research instruments conducted in these previous studies, a questionnaire was the main instrument which all the research studies used for collecting data (Xhaferi , 2010; Khan and Shah , 2013; Esfandiari , 2015; Chovancova, Kordic, & Sierocka, 2018; Krabuansaeng , 2011; Panyawong, 2019; Khocharatana, 2017; Pinsaikeow, 2019 ; Khamkaew, 2009; Sae-Jeng,2019), while some of the studies used a combination of data collection methods by conducting interviews to support the questionnaire (Xhaferi ,2010; Khocharatana, 2019; Khamkaew, 2009; Sae-Jeng,2019). Both instruments were applied in the studies in order to collect as much information as possible from the source of data. Questionnaires were used to collect numerical data from participants, while an interview was conducted to gather relevant ideas that helped the researchers to receive more in-depth and complex details from the data source. In this present study, a questionnaire was employed to collect data from the respondents.

The findings of the related studies showed different types of occupational fields required different uses of English language skills to perform at work. Many participants seemed to give priority to speaking and writing skills (Xhaferi , 2010; Chovancova, Kordic, & Sierocka, 2018; Krabuansaeng ,2011; Panyawong, 2019; Pinsaikeow ,2019; Khamkaew, 2009), while others might value listening and reading skills as the most important skills in their career fields (Esfandiari, 2015; Khocharatana, 2017; Sae-Jeng,2019). Furthermore, in terms of problematic skills that were needed to be improved, most participants also prioritized speaking and listening skills (Khocharatana, 2019; Sae-Jeng, 2019), while some rated reading and writing as the important skills to be most improved (Esfandiari, 2015). However, some studies

revealed that legal terminology and phraseology is one of the very significant things to be concerned about as it is the main problem of students in communicating in English, and also should be acquired as a crucial element of a legal English course (Xhaferi , 2010; Chovancova, Kordic, & Sierocka, 2018).



CHAPTER 3

RESEARCH METHODOLOGY

The primary and significant first step for this research study is to investigate the needs of English language skills for Thai lawyers. In order to fulfill the requirements of these lawyers, it is necessary to begin with identifying the needs of English skills and examining the problems in using those skills. This chapter indicates the methodology used in this study. It consists of five main parts; the research design, participants, research instruments, data collection, and data analysis.

3.1 Research Design

In this study the descriptive quantitative approach was used in order to investigate problems and needs of English skills for Thai lawyers. This approach was applied according to its objective with the least bias. A questionnaire was selected to collect data quantitatively. A researcher-made questionnaire was used, which was developed through the review of literature and related studies, together with the researcher's personal experience. Furthermore, the Item – Objective Congruence Index (IOC) was used to test the content validity and reliability of the questionnaire items. It was evaluated by three experts after the completion of the questionnaire. After this process, a pilot study with ten participants was conducted to confirm whether the questionnaire would properly be understood.

3.2 Participants

This study employed the purposive sampling technique. It targeted specific participants from whom the sample was to be obtained. This study comprised 160 participants who graduated with a bachelor's degree in law and are members and students of the Thai Bar Association.

The total population of students in the second semester of the 2021 academic year at the Thai Bar Association is 1,280. Based on Yamane's (1967) sample method, 140 students out of the total population were considered the appropriate number of research participants since the study will maintain a 92% confidence interval with a

margin of error of 0.08. However, in this study, 160 responses were returned and were analyzed.

3.3 Research Instruments

The instruments selected to collect the data for this study were a questionnaire, which is the significant apparatus of the research that provides a good ground of understanding of the problems and needs for English skills of Thai lawyers. The questionnaire was developed based upon Khocharatana (2017) and Esfandiari (2015) and consists of three sections as follows;

Part 1: Participants' Demographic Data

The first section related to the general background information of the participants. It contained six questions including gender, age, education, occupation, experience in learning English, and range of English proficiency.

Part 2: Opinions on Problems and Needs of English Language Skills for Thai Lawyers

The second section contained 38 questions which aimed to investigate the problems and needs of participants in using English skills, namely, speaking, listening, writing, and reading, including translation. A five-point Likert scale was adopted and the criteria for the level of problems and needs are classified into five levels of opinion as follows:

5	=	Extremely Problematic/Necessary
4	=	Very Problematic/Necessary
3	=	Moderately Problematic/Necessary
2	=	Slightly Problematic/Necessary
1	=	Not at all Problematic/Necessary

Alternatively, in each part of the question, there was a blank space for the participants to specify additional situations that they thought were also problematic or necessary. Respondents also needed to rate the level of the problems and needs for those situations.

Part 3: Suggestions regarding Problems and Needs to Improve English Language Skills for Thai Lawyers

In the last section, the participants were asked to answer an open-ended question regarding the problems and needs of their English skills in order to gain their suggestions for the improvement of English skills for Thai lawyers.

In order to make it convenient and avoid misinterpretation of questions, the questionnaire was made available online using Google Form and it was translated from English into Thai language.

Next, the Item – Objective Congruence index (IOC) was used to test the content validity of the questionnaire items by having all items evaluated by three experts in the field of this present study after the completion of the questionnaire. After this process, some items were removed or revised, and some were added according to the experts' suggestions.

Afterwards, a pilot study was conducted to find Cronbach's alpha coefficient score in order to measure the contents reliability of the questionnaire. In this pilot study, ten students from the Thai Bar Association were chosen to complete the questionnaire items. With regard to the Cronbach's alpha coefficient scores of the questionnaire in this study, the theoretical work on the criterion of reliability suggested that it was acceptable to use these questionnaire items for collecting the data in further steps.

3.4 Data Collection

Data collection was done after testing the content validity and reliability of the questionnaire by the IOC and the pilot study. Prior to collecting the data, the participants were given an explanation regarding the purposes of the study before participating in the study. The researcher briefly provided the guidelines and directions for participants to access and answer the online questionnaire through their LINE accounts and the questionnaires were distributed using a Google Forms link during 14-17 May 2021. The questionnaires were completed and returned by 160 participants on the link provided.

3.5 Data Analysis

The data collected from the questionnaires were calculated by using the Statistical Package for Social Sciences (SPSS) program and statistically analyzed through descriptive analysis.

Part I: The background information of the participants was analyzed by using frequency distribution and percentage. The percentage are then displayed in tables with explanations.

Part II: The data regarding problems and needs in English skills of the participants rated by the five-point scale were analyzed using means and standard deviation (SD). The interpretation of the five-point scale of the questionnaire was as follow:

Table 3.1: *Range of scale values of English problems and needs*

Level of Interpretation	Meaning
4.21 - 5.00	Extremely Problematic/Necessary
3.41 - 4.20	Very Problematic/Necessary
2.61 - 3.40	Moderately Problematic/Necessary
1.81 - 2.60	Slightly Problematic/Necessary
1.00 - 1.80	Not at all Problematic/Necessary

Part III: The data collected from the open-ended question were categorized and analyzed according to the five English skills. The findings were manually coded by collecting repeated words and phrases in the same group to identify the categories and frequency before drawing conclusions. The results were compared to the answers from the questionnaires to disclose any similarities and differences in order to obtain the suggestions and implications for the improvement in Thai lawyers' English skills.

CHAPTER 4

RESULTS AND FINDINGS

This chapter contains the results of the study after the questionnaires were distributed to 160 Thai lawyers. The research findings were divided into three parts as follows:

- 4.1 Participants' Demographic Data
- 4.2 Problems and Needs of English Language Skills for Thai Lawyers
- 4.3 Suggestions regarding Problems and Needs to Improve English Language Skills for Thai lawyers

4.1 Participants' Demographic Data

Table 4.1:

Sex

Gender	Frequency	Percentage (%)
Male	76	47.5
Female	84	52.5
Total	160	100.0

Table 1 shows that 52.5% of participants were female while 47.5% were male.

Table 4.2:

Age

Age Ranges (years)	Frequency	Percentage
21-30	67	41.9
31-40	54	33.8
41-50	33	20.6
Over 50	6	3.8
Total	160	100.0

Table 2 shows that most of the participants were between 21-30 years old (41.9%); 33.8 of them were between 31-40 years old. The minority were those who were over 50 years old (3.8%).

Table 4.3:

Level of education

Level of Education	Frequency	Percentage
Bachelor's Degree	96	60.0
Master's Degree	59	36.9
Doctoral Degree	5	3.1
Total	160	100.0

Table 3 shows that most of the participants (60.0%) held a master's degree and 36.9% of them had a bachelor's degree. A minority of participants had a doctoral degree (3.1%).

Table 4.4:

Occupation

Occupation	Frequency	Percentage
Lawyer in a government agency	60	37.5
Lawyer in a Thai company	19	11.9
Lawyer in an international private company	3	1.9
Lawyer in a Thai law firm	22	13.8
Lawyer in an international law firm	4	2.5
Self-employed	12	7.5
Student	22	13.8

Occupation	Frequency	Percentage
Others	18	11.3
Total	160	100.0

Table 4 displays that most of respondents' occupations were lawyer in a government agency (37.5%); 13.8% of them were lawyer in a Thai law firm and student. The fewest respondents were lawyers in an international private company (1.9%).

Table 4.5:

Experience in learning English

Learning Experience	Frequency	Percentage
1-5 years	29	18.1
6-10 years	29	18.1
11-15 years	23	14.4
Over 15 years	79	49.4
Total	160	100.0

According to Table 5, most of the respondents (49.4%) had learned English for over 15 years, while the minority had learned for 11-15 years (14.4%).

Table 4.6: *Five ranges for scale values of English proficiency.*

As for the respondents' rating of their English proficiency in the five skills, the data received were interpreted with the below scale.

Scale Value	Level of Proficiency
4.21 – 5.00	Very High
3.41 – 4.20	High
2.61 – 3.40	Moderate
1.81 – 2.60	Low
1.00 – 1.80	Very Low

The mean scores of respondents' proficiencies in English skills are shown in the table below.

Table 4.7:

Means of respondents' proficiencies in English skills.

Proficiencies in each skill	Mean	S.D.	Rank	Scale
Listening	2.75	0.897	2	Moderate
Speaking	2.54	0.846	4	Low
Reading	2.94	0.947	1	Moderate
Writing	2.46	0.931	5	Low
Translation	2.64	0.935	3	Neutral

The results illustrate that the participants' proficiency in English skills were moderate in reading, listening, translation and speaking respectively while they rated their proficiency in writing skill as low.

4.2 Problems and Needs of English Language Skills for Thai lawyers.

The respondents were asked to signify problems and needs of English language in five skills, including listening, speaking, reading, writing and translation. The data

received for this part were computed into arithmetic means, which were then interpreted by a scale of the following ranges. The mean score of the respondents' problems and needs in using English are illustrated together for each skill.

Scale Value	Meaning
4.21 – 5.00	Extremely Problematic/Necessary
3.41 – 4.20	Very Problematic/Necessary
2.61 – 3.40	Moderately Problematic/Necessary
1.81 – 2.60	Slightly Problematic/Necessary
1.00 – 1.80	Not at all Problematic/Necessary

The mean score of the respondents' needs and problems in using English are illustrated together for each skill.

Table 4.8:

Means of respondents' needs and problems of using listening skill

Problems			English Listening Skills	Needs		
Mean	S.D.	Scale		Mean	S.D.	Scale
2.81	1.079	Moderately Problematic	1. Understanding daily English conversations	4.20	0.867	Very Necessary
3.12	1.051	Moderately Problematic	2. Understanding English news and information	4.24	0.813	Extremely Necessary

Problems			English Listening Skills	Needs		
Mean	S.D.	Scale		Mean	S.D.	Scale
2.91	1.107	Moderately Problematic	3.Understanding English Q&A in general situations	4.21	0.825	Extremely Necessary
3.40	0.985	Moderately Problematic	4.Understanding different English accents	3.83	0.906	Very Necessary
3.61	1.028	Very Problematic	5.Understanding legal English vocabulary and idiomatic expressions	4.21	0.812	Extremely Necessary
3.64	0.986	Very Problematic	6.Understanding legal English conversations	4.27	0.791	Extremely Necessary
3.76	1.031	Very Problematic	7.Understanding law lectures/ presentations conducted in English	4.26	0.787	Extremely Necessary

Problems			English Listening Skills	Needs		
Mean	S.D.	Scale		Mean	S.D.	Scale
3.84	1.027	Very Problematic	8. Understanding discussions of legal content conducted in English	4.27	0.799	Extremely Necessary
3.81	1.025	Very Problematic	9. Understanding negotiating terms and conditions in legal context conducted in English	4.32	0.805	Extremely Necessary
3.43	1.035		Total	4.20	0.823	Extremely Necessary

Levels of respondents' problems and needs of using listening skills

Problems:

The problems identified by respondents concerning the type of listening activities displayed these four activities: Understanding daily English conversations, Understanding English news and information, Understanding English Q&A in general situations, and Understanding different English accents, were rated as moderately problematic. The remaining activities: Understanding legal English vocabulary and idiomatic expressions, Understanding legal English conversations, Understanding law lectures/presentations conducted in English, Understanding discussions of legal content conducted in English, and Understanding negotiating terms and conditions in legal context conducted in English, were rated as very problematic.

The highest level of problems expressed was for Understanding discussions in legal content conducted in English ($\bar{x} = 3.84$, $SD = 1.03$), while the lowest level of problems expressed was for Understanding daily English conversations ($\bar{x} = 2.81$, $SD = 1.08$).

Needs:

Two listening activities were rated as very necessary: Understanding daily English conversations and Understanding different English accents. The remaining activities: Understanding English news and information, Understanding English Q&A in general situations, Understanding legal English vocabulary and idiomatic expressions, Understanding legal English conversations, Understanding law lectures/presentations conducted in English, Understanding discussions of legal content conducted in English, and Understanding negotiating terms and conditions in legal context conducted in English, were rated as extremely necessary.

The highest score for needs was Understanding negotiating terms and conditions in legal context conducted in English ($\bar{x} = 4.32$, $SD = 0.81$), while the lowest score was Understanding different English accents ($\bar{x} = 3.83$, $SD = 0.91$).

Table 4.9:

Means of respondents' needs and problems of using speaking skill

Problems			English Speaking Skills	Needs		
Mean	S.D.	Scale		Mean	S.D.	Scale
3.19	1.041	Moderately Problematic	1.Using correct English pronunciations	3.89	0.866	Very Necessary

Problems			English Speaking Skills	Needs		
Mean	S.D.	Scale		Mean	S.D.	Scale
3.51	0.911	Very Problematic	2. Speaking English (accurately) with correct grammar	3.73	0.852	Very Necessary
2.84	1.125	Moderately Problematic	3. Carrying on general English conversations	4.08	0.890	Very Necessary
3.71	1.019	Very Problematic	4. Asking or answering legal questions in English	4.15	0.841	Very Necessary
3.82	1.051	Very Problematic	5. Giving legal advice in English	4.14	0.896	Very Necessary
3.95	0.944	Very Problematic	6. Using legal English vocabulary and idiomatic expressions in speaking	4.03	0.900	Very Necessary

Problems			English Speaking Skills	Needs		
Mean	S.D.	Scale		Mean	S.D.	Scale
3.84	1.057	Very Problematic	7. Providing opinions during lectures or presentations in English	4.07	0.919	Very Necessary
3.85	1.053	Very Problematic	8. Presenting legal content orally in English	4.06	0.899	Very Necessary
3.94	0.973	Very Problematic	9. Negotiating terms and conditions in legal context conducted in English	4.17	0.913	Very Necessary
3.63	1.019	Very Problematic	Total	4.036	0.886	Very Necessary

Level of respondents' problems and needs of using speaking skills

Problems:

The problems of the respondents concerning the type of speaking activities showed that only two speaking activities (Using correct English pronunciation and Carrying out general English conversations) were rated as moderately problematic. The remaining; Speaking English (accurately) with correct grammar, Asking or answering legal questions in English, Giving legal advice in English, Using legal English vocabulary and idiomatic expressions in speaking, Providing opinions during lectures or presentations in English, Presenting legal content orally in English, and Negotiating

terms and conditions in legal context conducted in English, were rated as very problematic.

The highest level of problems expressed was for Using legal English vocabulary and idiomatic expressions in speaking ($\bar{x} = 3.95$, $SD = 0.94$), while the lowest level of problems expressed was for Carrying out general English conversations ($\bar{x} = 2.84$, $SD = 1.13$).

Needs:

Every activity was ranked as very necessary. The highest score was Negotiating terms and conditions in legal context conducted in English ($\bar{x} = 4.17$, $SD = 0.91$), while the lowest score was Speaking English (accurately) with correct grammar ($\bar{x} = 3.73$, $SD = 0.85$).

Table 4.10:

Means of respondents' needs and problems of using reading skill

Problems			English Reading Skills	Needs		
Mean	S.D.	Scale		Mean	S.D.	Scale
2.87	1.111	Moderately Problematic	1. Reading general English documents, i.e., newspapers, or magazines	4.01	0.883	Very Necessary
3.22	1.108	Moderately Problematic	2. Reading legal English textbooks, journal article or other resources	4.06	0.829	Very Necessary

Problems			English Reading Skills	Needs		
Mean	S.D.	Scale		Mean	S.D.	Scale
3.49	1.138	Very Problematic	3. Reading legal English documents (i.e., contracts, notices, complaints, or claims)	4.21	0.926	Extremely Necessary
3.57	1.097	Very Problematic	4. Understanding legal English vocabulary and idiomatic expressions in reading	4.19	0.912	Very Necessary
3.61	1.150	Very Problematic	5. Understanding logical ideas in law cases or court opinions	4.25	0.932	Extremely Necessary
3.51	1.133	Very Problematic	6. Understanding legal questions in written English	4.19	0.985	Very Necessary
3.38	1.123	Very Problematic	Total	4.15	0.911	Very Necessary

Level of respondents' problems and needs of using Reading skills

Problems:

In regard to reading skill, two activities were rated as moderately problematic: Reading general English documents (i.e., newspapers & magazines) and Reading legal English textbooks, journal articles or other resources. The remaining reading activities; Reading legal English documents (i.e., contracts, notices, complaints, or claims), Understanding legal English vocabulary and idiomatic expressions in reading, Understanding logical ideas in law cases or court opinions, and Understanding legal questions in written English, were rated as very problematic. The respondents rated Understanding logical ideas in law cases or court opinions as the highest problem ($\bar{x} = 3.61$, $SD = 1.15$), while Reading general English documents (i.e., newspapers or magazines) was the lowest problem ($\bar{x} = 2.87$, $SD = 1.11$).

Needs:

For reading activity, Reading English legal documents was rated as extremely necessary, while the remaining items, Reading general English documents and Reading legal textbooks, journal articles, and other resources, were ranked as very necessary. Understanding logical ideas in law cases or court opinions was ranked as extremely necessary ($\bar{x} = 4.25$, $SD = 0.93$) while Reading general English documents earned the lowest scores ($\bar{x} = 4.01$, $SD = 0.88$).

Table 4.11:

Means of respondents' needs and problems of using writing skill

Problems			English Writing Skills	Needs		
Mean	S.D.	Scale		Mean	S.D.	Scale
3.64	1.102	Very Problematic	1. Writing English essays	3.99	0.890	Very Necessary

Problems			English Writing Skills	Needs		
Mean	S.D.	Scale		Mean	S.D.	Scale
3.87	1.059	Very Problematic	2. Writing legal documents (i.e., contracts, notices, complaints, or claims) in English	4.18	0.851	Very Necessary
3.85	1.035	Very Problematic	3. Writing answers to legal questions in English	4.09	0.923	Very Necessary
3.92	0.988	Very Problematic	4. Using legal English vocabulary and idiomatic expressions in writing	4.11	0.890	Very Necessary
3.79	1.116	Very Problematic	5. Using correct English sentence structures (grammar)	4.17	0.873	Very Necessary
3.81	1.06	Very Problematic	Total	4.11	0.885	Very Necessary

Level of respondents' problems and needs of using writing skills

Problems:

In terms of writing skill, every activity was rated as very problematic. The highest level of problem was experienced from Using legal English vocabulary and idiomatic expressions (\bar{x} =3.92, SD = 0.99), while the lowest level of problem was Writing English essays (\bar{x} = 3.64, SD = 1.10).

Needs:

Similar to the problems, every activity is ranked as very necessary. The highest score was Writing legal documents (i.e., contracts, notices, complaints, or claims) in English (\bar{x} =4.18, SD = 0.85), while the lowest score was Writing English essays (\bar{x} = 3.99, SD = 0.89).

Table 4.12:

Means of respondents' needs and problems of using translation skill

Problems			English Translation Skills	Needs		
Mean	S.D.	Scale		Mean	S.D.	Scale
4.13	0.930	Very Problematic	1. Translating legal documents (i.e., contracts, notices, complaints, or claims) from English to Thai	4.13	0.930	Very Necessary

Problems			English Translation Skills	Needs		
Mean	S.D.	Scale		Mean	S.D.	Scale
4.04	0.990	Very Problematic	2. Translating legal textbooks, journal articles from English to Thai	4.04	0.990	Very Necessary
4.16	0.955	Very Problematic	3. Translating legal documents (i.e., contracts, notices, complaints, or claims) from Thai to English	4.16	0.955	Very Necessary
4.06	0.986	Very Problematic	4. Translating legal textbooks and journal articles from Thai to English	4.06	0.986	Very Necessary
4.10	0.965	Very Problematic	Total	4.10	0.965	Very Necessary

Problems:

For translation skill, all activities are rated as very problematic. The respondents rated Translating legal documents (i.e., contracts, notices, complaints, or claims) from Thai to English as the highest problems (\bar{x} =4.16, SD =0.96), while Translating legal

textbooks and journal articles from English to Thai as the lowest problems (\bar{x} =4.04, SD =0.99).

Needs:

Like the problems, every activity is ranked as very necessary. The highest score was Translating legal documents (i.e., contracts, notices, complaints, or claims) from Thai to English (\bar{x} =4.16, SD =0.96), while the lowest score was Translating legal textbooks and journal articles from English to Thai (\bar{x} =4.04, SD =0.99).

4.3 Suggestions regarding Problems and Needs of English Language Skills for Thai Lawyers.

The third part of the study was an open-ended question regarding problems and needs of English language skills for Thai lawyers. The four main questions are: (1) What is the most serious problem in using English language skills for Thai lawyers? (2) What is the most needed English skill for Thai lawyers? (3) In your opinion, what is the English skill you most need to improve? and (4) In your opinion, what is the most effective way to improve English skills?

4.3.1 Opinions on the most serious problem in using English language skills for Thai lawyers

The first open-ended question is “What is the most serious problem in using English language skills for Thai lawyers?”. A total of 157 out of the 160 participants provided their opinions in this part. The participants’ opinions are summarized and categorized into 4 major points below.

Table 4.13:

Opinions on the most serious problem in using English language skill for Thai lawyers

Problem	Frequency	Percentage
Lack of practicing, using and learning	32	20.4%
Lack of skill, knowledge and fundamentals of using English	83	52.8%
Personality i.e., lack of confidence, intention and motivation	30	19.2%
Lack of opportunity to access resources	12	7.6%
Total	157	100.0

Table 13 shows the opinions on the most serious problems in using English language skill for Thai lawyers from 157 out of 160 respondents. The highest number of opinions (52.8%) identified lack of skill, knowledge, and fundamentals of using English, while 20.4% of respondents mentioned lack of practicing, using and learning. In addition, thirty respondents (19.2%) revealed problems with personality i.e., lack of confidence, intention and motivation, while only twelve respondents (7.6%) disclosed a lack of opportunity to access learning resources.

4.3.2 Opinions on the most needed English skill for Thai lawyers

The second open-ended question is “What is the most needed English skill for Thai lawyers”. A total of 160 participants provided their opinions in this part. The participants’ opinions are summarized and categorized into 7 major points below.

Table 4.14

Opinions on the most needed English skill for Thai lawyers

Needed Skill	Frequency	Percentage
Listening	24	12.1%
Speaking	43	21.7%
Reading	32	16.2%
Writing	42	21.2%
Translation	19	9.6%
Communication/All skills	32	16.2%
Other	6	3.0%
Total	198	100.0

Table 14 illustrates the opinions on the most needed English skills for Thai lawyers from 160 respondents. The total number of opinions is 198 because some respondents provided opinions in more than one category. The highest number of opinions (21.7%) mentioned speaking skill was the most needed skill, while forty-two respondents (21.6%) mentioned writing skill. In addition, thirty-two respondents (16.2%) identified reading skill, similar to communication or all skills, and twenty-four respondents (12.1%) identified listening skill. Only 19 respondents (9.6%) mentioned translation skill.

4.3.3 Opinions on the most needed English skill to be improved for Thai lawyers

The third open-ended question is “In your opinion, what is the English skill you most need to improve”. A total of 158 out of 160 participants provided their

recommendations in this part. The participants' opinions are summarized and categorized into 7 major points below.

Table 4.15

Opinion on the most needed English skill to be improved for Thai lawyers

Skill to be improved	Frequency	Percentage
Listening	22	11.1%
Speaking	56	28.3%
Reading	20	10.1%
Writing	54	27.3%
Translation	20	10.1%
Communication/All skills	21	10.6%
Other	5	2.5%
Total	198	100.0

Table 15 displays the opinions on the most needed English skill to be improved for Thai lawyers from 158 out of total 160 respondents. The total number of opinions is 198 because some respondents provided opinions in more than one category. The highest number of opinions (28.3%) mentioned speaking skill, while fifty-four respondents (27.3%) mentioned writing skill. In addition, twenty-two respondents (11.1%) identified listening skill while twenty-one respondents (10.6%) suggested communication skill/ all skills. Only thirty respondents (10.1%) identified reading skill; this was equal to translation skill.

4.3.4 Suggestions on the most effective way to improve English skills for Thai lawyers

The fourth open-ended question is “In your opinion, what is the most effective way to improve English skills?”. A total of 156 out of 160 participants provided their suggestions in this part. The participants’ opinions are summarized and categorized into 4 main points below.

Table 4.16

Suggestions on the most effective way to improve English skills for Thai lawyers

Way to improve English skills	Frequency	Percentage
Registering for an English course or English training program	4	2.6%
Using English in their work and daily life	49	31.4%
Self-learning and consistent practice	101	64.7%
Traveling abroad	2	1.3%
Total	156	100.0

Table 16 shows opinions on the most effective way to improve English skills for Thai lawyers from 156 out of 160 respondents. The highest number of opinions (64.7%) identified self-learning and development and keep practicing. 31.4% of respondents mentioned using English in their work and daily life. Four respondents (2.6%) suggested registering for an English course or English training program, while only two respondents (1.3%) recommended traveling abroad.

CHAPTER 5

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

This chapter presents the summary of the study, including the summary of the results, discussion, conclusion, and recommendations for further study.

5.1 Summary of the Study

5.1.1 Objective of the study

The objectives of this study were to identify the problems faced by Thai lawyers when using the English language and to investigate the English language skills that Thai lawyers need to improve. Therefore, the study was designed to answer the following research questions.

1. What are the problems faced by Thai lawyers when using English in their professions?
2. Which English language skills do Thai lawyers need to improve?

5.1.2 Participants, instruments, and procedures

The participants in this research were 160 lawyers who were selected by the purposive sampling method. Both closed-ended statements and opened-ended questions were used in the questionnaire as part of this particular study. The Item – Objective Congruence Index (IOC) was used to test the content validity of the questionnaire items; these were evaluated by three experts after the completion of the questionnaire. After this process, a pilot study was conducted in order to measure the reliability of the questionnaire’s content, ten participants were chosen to complete the questionnaire items.

The questionnaire was distributed via Google Forms. The data collected from the completed questionnaires were computed into frequency, percentage, mean, and standard deviation, while the findings from the open-ended questions were analyzed through the content analysis method.

5.2 Summary of the Results

5.2.1 General background information

Over half of the participants were female. Most participants were between 21-30 years of age and most of them held a bachelor's degree. With regard to their occupations, most of them were lawyers in a government agency. Approximately 50 percent of the participants had studied English for over 15 years. With regard to the rating of English proficiency skills, listening, speaking, reading and translation were rated as moderate, while writing was rated as low.

5.2.2 Problems and needs of English language skills for Thai lawyers

Listening Skill: The area rated as most problematic was understanding discussions in legal content conducted in English. In contrast, the area regarded as least problematic was understanding daily English conversations. In term of the needs, the area that received the highest score was negotiating terms and conditions in legal context conducted in English, while the area rated as lowest needs was understanding different English accents

Speaking Skill: The highest level of problems expressed was using legal English vocabulary and idiomatic expressions in speaking, while the least problematic was carrying out general English conversations. In term of the needs, every activity was ranked as very necessary. The area that received the highest score was negotiating terms and conditions in legal context conducted in English, while the area rated as lowest needs was speaking English (accurately) with correct grammar.

Reading Skill: The respondents rated understanding logical ideas in law cases or court opinions as the highest problem, while reading general English documents (i.e., newspapers or magazines) was regarded as the lowest problem. The highest level of needs was identified as reading English legal documents, while reading general English documents received the lowest scores.

Writing Skill: All activities that relate to writing skill, in term of both problems and needs, were rated as very problematic/necessary. The most problematic activity was using legal English vocabulary and idioms, while the highest level of the

needs was in writing legal documents in English. On the other hand, the activity regarded as least problematic was writing English essays and this was the same in terms of the needs.

Translation Skill: Every activity concerning the problems and the needs on translation activity was rated as very problematic/necessary. The activity that is regarded as being the most problematic and of highest need was translating legal documents from Thai to English. In contrast, the activities regarded as least problematic was translating legal textbooks and journal articles from English to Thai; this was the same as for needs where this activity was regarded as being of the least need.

5.2.3 Opinions and suggestions regarding problems and needs of English language skills for Thai lawyers

The most serious problems for Thai lawyers when using English language skill: The participants were of the opinion that the most serious problems faced by Thai lawyers when using English language were lack of skill, knowledge and the fundamentals of using English; followed by lack of practicing, using and learning English, personality, and lack of opportunity to access learning resources, respectively.

The most needed English skill: The key opinions regarding the most needed English skill for Thai lawyer were speaking; followed by writing, reading, communication/all skills, listening, and translation, respectively.

The most needed English skill to be improved: The participants were of the opinion that the most needed English skill for improvement for Thai lawyers were speaking; followed by writing, listening, communication/all skills, reading, and translation, respectively.

The most effective way to improve English skills: The key suggestions made by the participants with regard to the most effective way to improve English skills for Thai lawyers were self-learning and development and consistent practicing, followed by using English in their professional and daily life, registering for an English course or English training program, and traveling abroad, respectively.

5.3 Discussion

This section discusses the results of the study in detail with an aim to gain a better understanding of the key problems with the use of English language among Thai lawyers and the needs of such use as part of their profession.

5.3.1 Problems faced by Thai lawyers in relation to English Language skills

A majority of the respondents identified speaking skill as the most problematic skill for Thai lawyers. This was comparable to a study carried out by Chovancova, Kordic, & Sierocka (2018), which illustrated that speaking skill was the biggest challenge experienced by lawyers working in Poland, the Czech Republic, Croatia and Germany. Similarly, a study by Xhafere (2010) revealed that law students also regard speaking skill as the most problematic in their use of English language. The fact that speaking skill is identified by both legal practitioners and law students as a major problem suggests that there is a concern to improve their speaking skill as the practice and study of law implicitly requires one to have a good command of speech, in particular, when taking part in legal proceedings and cases. In addition, the findings indicated that there was significant concern around the use of legal terminology and phraseology. This was because the main problem faced by law students when communicating in English was their lack of knowledge in legal jargon. This finding was consistent with studies carried out by Xhafere (2010), Esfandiari (2015), and Chovancova, Kordic, & Sierocka (2018). According to Dudley-Evans and St. John's theory of ESP (1998), vocabulary is used in general contexts but has a higher frequency of occurrence in technical description and discussions. However, this finding can be contrasted with the findings of Krabuansaeng (2011) with regard to human rights workers, and Pinsaikeow (2019) in relation to military officers, in which writing skill was regarded as the greatest challenge followed by speaking skill. A possible explanation for these inconsistent findings could be due to the varying tasks undertaken by officers in different occupational fields.

5.3.2 Needs of English Language Skills for Thai Lawyers

The result of the needs analysis of Thai lawyers' use of English language in the professional context revealed that the needs for speaking and writing skills were ranked first and second, respectively, by the respondents. This was similar to previous studies by Xhaferi (2010) and Chovancova, Kordic & Sierocka (2018) where it was reported that speaking was the most important skill. However, there was a difference in the response of German lawyers when compared to other European lawyers. The German lawyers considered listening skill to be the most necessary skill for legal practitioners. Such findings could be correlated with the age of the respondents as the sample of German lawyers participating in the particular study was over the age of 50. This means the German respondents could be in more senior positions, whereas respondents from other countries tended to be younger (lower than 35 years of age). In particular, most of the German respondents were judges, attorneys and legal advisors who probably played significant roles in their companies as opposed to dealing with routine tasks, such as drafting documents, which junior lawyers were usually responsible for. This result suggested that the age of the respondents and their specific professional scope of activities represented significant variables when determining the preferences and needs for the use of English language in the legal professional context.

With regard to the previous studies in Thailand, Pinsaikeow (2019) argued that the greatest need of English language skill for the Royal Thai Army in the infantry corps was speaking skill, while the other communication skills were of less, but equal, priority. On the other hand, Khocharatana (2017) identified that listening was the main need for Royal Thai Army officers, followed by speaking, reading and writing respectively. Krabuansaeng (2011) claimed that reading was the highest need in the field of human rights, followed by listening. Sae-Jeng (2019) stated that the most necessary English skill for the Thai tourist police officers was reading, followed by speaking. The results obtained also indicated that the respondents' professional tasks should be taken into account when considering their specific needs of English language skills in a particular occupation.

The results in this study focused on different occupational fields (EOP) as a branch of ESP. According to Robinson (1991), ESP courses were developed from a needs analysis, which aimed to specify as closely as possible what learners had to do

through the medium of English. Thus, in developing an English training course for Thai lawyers, the methodology used to improve and enhance their speaking skill should respond to their needs.

5.4 Conclusion

The following conclusions are drawn from the findings in this research.

5.4.1 Understanding discussions in legal content conducted in English, using legal English vocabulary and idiomatic expressions in speaking, understanding logical ideas in law cases or court opinions, using legal English vocabulary and idiomatic terms, and translating documents were the most problematic situations in each skill. Accordingly, these activities should be focused on as the top priority to improve English skills for Thai lawyers.

5.4.2 Understanding negotiating terms and conditions in legal context conducted in English, negotiating terms and conditions in legal English, understanding logical ideas in law cases or court opinions, writing legal documents in English, and translating documents were the most needed topics in each skill. Therefore, to match with their needs, these activities should be selected when designing a course for Thai lawyers.

5.4.3 Speaking skill is the most highly needed skill for Thai lawyers. Therefore, it should also be the first priority to focus on. However, listening, reading and writing should not be ignored.

5.4.4 Self-learning and development and constant practice were highly suggested for the most effective ways of improving English skills. These should be considered for developing a platform to support Thai lawyers to self-develop their English skills.

5.5 Recommendations for Further Study

Having considered the findings and conclusion of this research, the following recommendations are made for a further study:

5.5.1 Further research can include more qualitative methodology, such as interviews, to collect in-depth findings.

5.5.2 A follow-up research should be conducted to assess this study's suggestion of means to improve English skills for Thai lawyers in order to address their needs in a bespoke manner.

5.5.3 This research was conducted to survey the problems and needs of Thai lawyers only. To extend the topic of this research into the wider legal profession, another survey should be conducted with different groups of participants whose work relates to other legal purposes, such as law lecturers.



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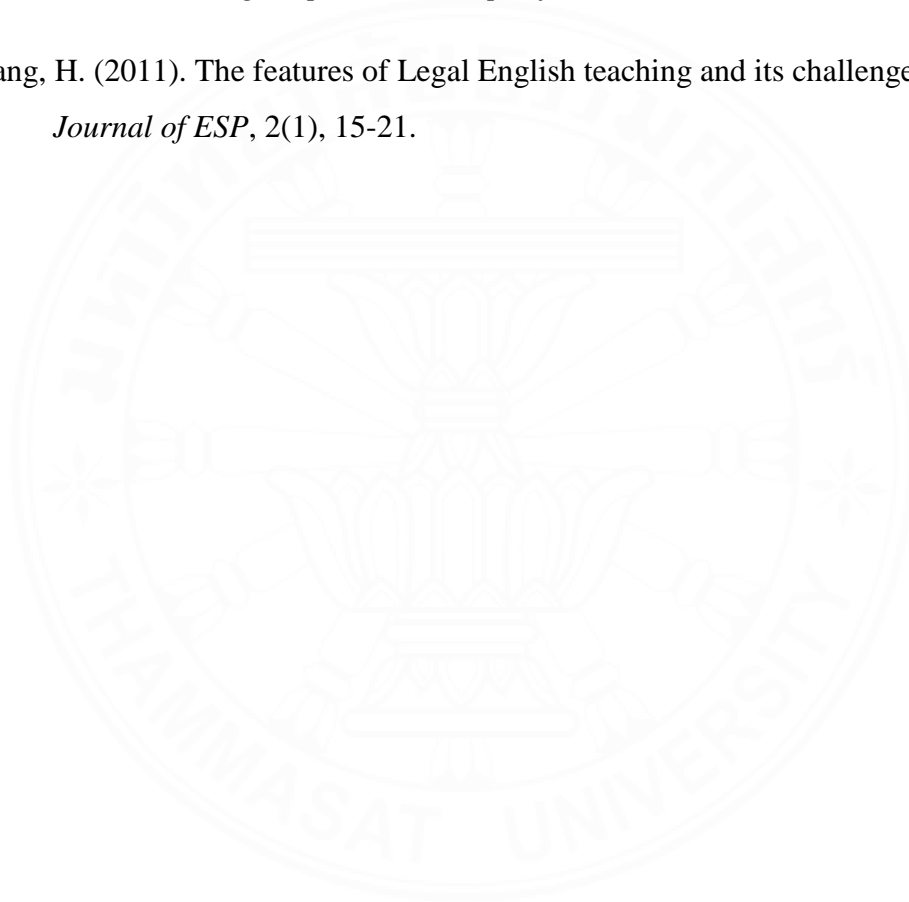
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The image features a large, faint circular watermark of the Thammasat University seal in the background. The seal contains the university's name in Thai script at the top and 'THAMMASAT UNIVERSITY' at the bottom. In the center, there is a traditional Thai emblem consisting of a lotus flower on a pedestal, with a crown-like structure above it and a banner across the middle. The word 'APPENDICES' is printed in bold, black, uppercase letters in the center of the page, overlapping the watermark.

APPENDICES

APPENDIX A
QUESTIONNAIRE – ENGLISH

**PERCEPTIONS OF ENGLISH LANGUAGE PROBLEMS AND NEEDS
IN THAI LAWYERS**

This questionnaire is a part of collecting data for an independent study (IS) which is in partial fulfillment of the requirement for Master's degree of Arts in Career English for International Communication (CEIC) , Language Institute, Thammasat University. The objective of this questionnaire is to investigate problems and needs of English language including the preference to improve English language skills (i.e., listening, speaking, reading, writing and translation) for Thai lawyers. The participants' identity and responses will be treated strictly confidential and only used for this research study.

The questionnaire is divided into three parts as listed below:

Part 1: Participant's demographic data

Part 2: Problems and needs of English language skills for Thai lawyers

Part 3: Open-ended questions regarding opinions and suggestions for problems and needs of English language skills for Thai lawyers

Part 1: Demographic Data

Instructions: Please tick (✓) the most appropriate response or complete the following questions to reflect your opinions as accurately as possible.

1. Gender

- Male Female

2. Age

- 21-30 years 31-40 years
 41-50 years over 50 years

3. Education

- Bachelor's degree
 Master's degree
 Ph.D

4. What is your current occupation?

- Lawyer in a government agency
 Lawyer in a Thai private company
 Lawyer in an international private company
 Lawyer in a Thai law firm
 Lawyer in an international law firm
 Self-employed
 Student
 Others (please specify).....

5. How long have you studied the English language?

- 1 – 5 years 6 - 10 years
 11 - 15 years More than 15 years

6. Based on your opinion, what is your level of English language skills in general?

6.1 Listening

Very High High Average Low Very Low

6.2 Speaking

Very High High Average Low Very Low

6.3 Reading

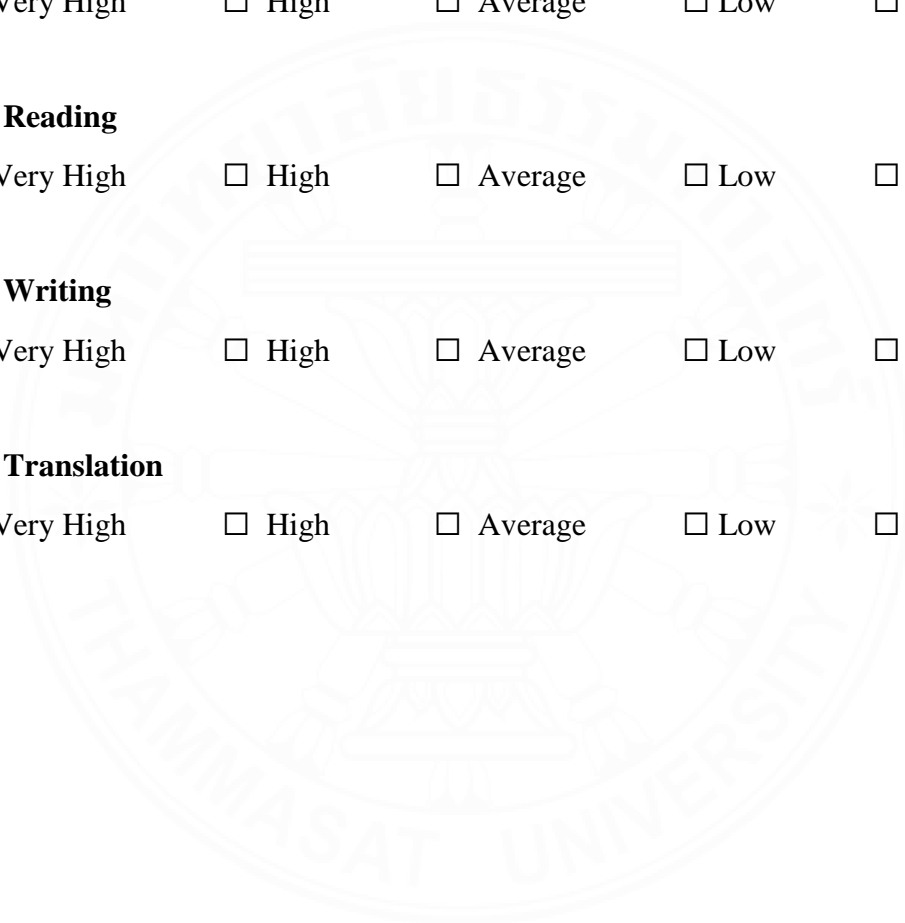
Very High High Average Low Very Low

6.4 Writing

Very High High Average Low Very Low

6.5 Translation

Very High High Average Low Very Low



Part 2: Problems and Needs of English Language Skills for Thai Lawyers

Instructions: Please rate the following problems and needs of the English language skills for Thai lawyers by ticking (✓) in the boxes which best describe your opinion.

Problems of the English Language					Targeted Situation of English Language Use	Needs of the English Language				
Extremely Problematic	Very Problematic	Moderately Problematic	Slightly Problematic	Not at all Problematic		Extremely Necessary	Very Necessary	Moderately Necessary	Slightly Necessary	Not at all Necessary
5	4	3	2	1		5	4	3	2	1
					1. Listening					
					1. Understanding daily English conversations					

Problems of the English Language					Targeted Situation of English Language Use	Needs of the English Language				
Extremely Problematic	Very Problematic	Moderately Problematic	Slightly Problematic	Not at all Problematic		Extremely Necessary	Very Necessary	Moderately Necessary	Slightly Necessary	Not at all Necessary
5	4	3	2	1		5	4	3	2	1
					2. Understanding English news and information					
					3. Understanding English Q&A in general situations					
					4. Understanding different English accents					
					5. Understanding legal English vocabulary and idiomatic expressions					
					6. Understanding legal English conversations					

Problems of the English Language					Targeted Situation of English Language Use	Needs of the English Language				
Extremely Problematic	Very Problematic	Moderately Problematic	Slightly Problematic	Not at all Problematic		Extremely Necessary	Very Necessary	Moderately Necessary	Slightly Necessary	Not at all Necessary
5	4	3	2	1		5	4	3	2	1
					7. Understanding law lectures/ presentations conducted in English					
					8. Understanding discussions of legal content conducted in English					
					9. Understanding negotiating terms and conditions in legal context conducted in English					
					10. Others (please specify)					

Problems of the English Language					Targeted Situation of English Language Use	Needs of the English Language				
Extremely Problematic	Very Problematic	Moderately Problematic	Slightly Problematic	Not at all Problematic		Extremely Necessary	Very Necessary	Moderately Necessary	Slightly Necessary	Not at all Necessary
5	4	3	2	1		5	4	3	2	1
					2. Speaking					
					1.Using correct English pronunciations					
					2.Speaking English (accurately) with correct grammar					
					3.Carrying on general English conversations					

Problems of the English Language					Targeted Situation of English Language Use	Needs of the English Language				
Extremely Problematic	Very Problematic	Moderately Problematic	Slightly Problematic	Not at all Problematic		Extremely Necessary	Very Necessary	Moderately Necessary	Slightly Necessary	Not at all Necessary
5	4	3	2	1		5	4	3	2	1
					4. Asking or answering legal questions in English					
					5. Giving legal advice in English					
					6. Using legal English vocabulary and idiomatic expressions in speaking					
					7. Providing opinions during lectures or presentations in English					

Problems of the English Language					Targeted Situation of English Language Use	Needs of the English Language				
Extremely Problematic	Very Problematic	Moderately Problematic	Slightly Problematic	Not at all Problematic		Extremely Necessary	Very Necessary	Moderately Necessary	Slightly Necessary	Not at all Necessary
5	4	3	2	1		5	4	3	2	1
					8. Presenting legal content orally in English					
					9. Negotiating terms and conditions in legal context conducted in English					
					10. Others (please specify)					

Problems of the English Language					Targeted Situation of English Language Use	Needs of the English Language				
Extremely Problematic	Very Problematic	Moderately Problematic	Slightly Problematic	Not at all Problematic		Extremely Necessary	Very Necessary	Moderately Necessary	Slightly Necessary	Not at all Necessary
5	4	3	2	1		5	4	3	2	1
					3. Reading					
					1. Reading general English documents, i.e., newspapers, or magazines					
					2. Reading legal English textbooks, journal article or other resources					
					3. Reading legal English documents (i.e.,					

					contracts, notices, complaints, or claims)					
--	--	--	--	--	--	--	--	--	--	--

Problems of the English Language					Targeted Situation of English Language Use	Needs of the English Language				
Extremely Problematic	Very Problematic	Moderately Problematic	Slightly Problematic	Not at all Problematic		Extremely Necessary	Very Necessary	Moderately Necessary	Slightly Necessary	Not at all Necessary
5	4	3	2	1		5	4	3	2	1
					4.Understanding legal English vocabulary and idiomatic expressions in reading					
					5.Understanding logical ideas in law cases or court opinions					
					6.Understanding legal questions in written English					

Problems of the English Language					Targeted Situation of English Language Use	Needs of the English Language				
Extremely Problematic	Very Problematic	Moderately Problematic	Slightly Problematic	Not at all Problematic		Extremely Necessary	Very Necessary	Moderately Necessary	Slightly Necessary	Not at all Necessary
5	4	3	2	1		5	4	3	2	1
					7. Others (please specify)					
					4. Writing					
					1. Writing English essays					
					2. Writing legal documents (i.e., contracts, notices, complaints, or claims) in English					

Problems of the English Language					Targeted Situation of English Language Use	Needs of the English Language				
Extremely Problematic	Very Problematic	Moderately Problematic	Slightly Problematic	Not at all Problematic		Extremely Necessary	Very Necessary	Moderately Necessary	Slightly Necessary	Not at all Necessary
5	4	3	2	1		5	4	3	2	1
					3. Writing answers to legal questions in English					
					4. Using legal English vocabulary and idiomatic expressions in writing					
					5. Using correct English sentence structures (grammar)					
					6. Others (please specify)					

Problems of the English Language					Targeted Situation of English Language Use	Needs of the English Language				
Extremely Problematic	Very Problematic	Moderately Problematic	Slightly Problematic	Not at all Problematic		Extremely Necessary	Very Necessary	Moderately Necessary	Slightly Necessary	Not at all Necessary
5	4	3	2	1		5	4	3	2	1
					5. Translation					
					1. Translating legal documents (i.e., contracts, notices, complaints, or claims) from English to Thai					
					2. Translating legal textbooks and journal articles from English to Thai					
					3. Translating legal documents (i.e., contracts, notices, complaints, or claims) from Thai to English					

Problems of the English Language					Targeted Situation of English Language Use	Needs of the English Language				
Extremely Problematic	Very Problematic	Moderately Problematic	Slightly Problematic	Not at all Problematic		Extremely Necessary	Very Necessary	Moderately Necessary	Slightly Necessary	Not at all Necessary
5	4	3	2	1		5	4	3	2	1
					4. Translating legal textbooks and journal articles from Thai to English					
					5. Others (please specify)					

Part 3: Open-ended questions regarding opinions and suggestions for problems and needs of English language skills for Thai lawyers

Instructions: Please write a short answer which best describes your opinion.

1. What is the most serious problem in using English language skills for Thai lawyers?

.....

.....

.....

.....

2. What is the most needed English skill for Thai lawyers?

.....
.....
.....
.....

3. In your opinion, what is the most English skill you need to improve?

.....
.....
.....
.....

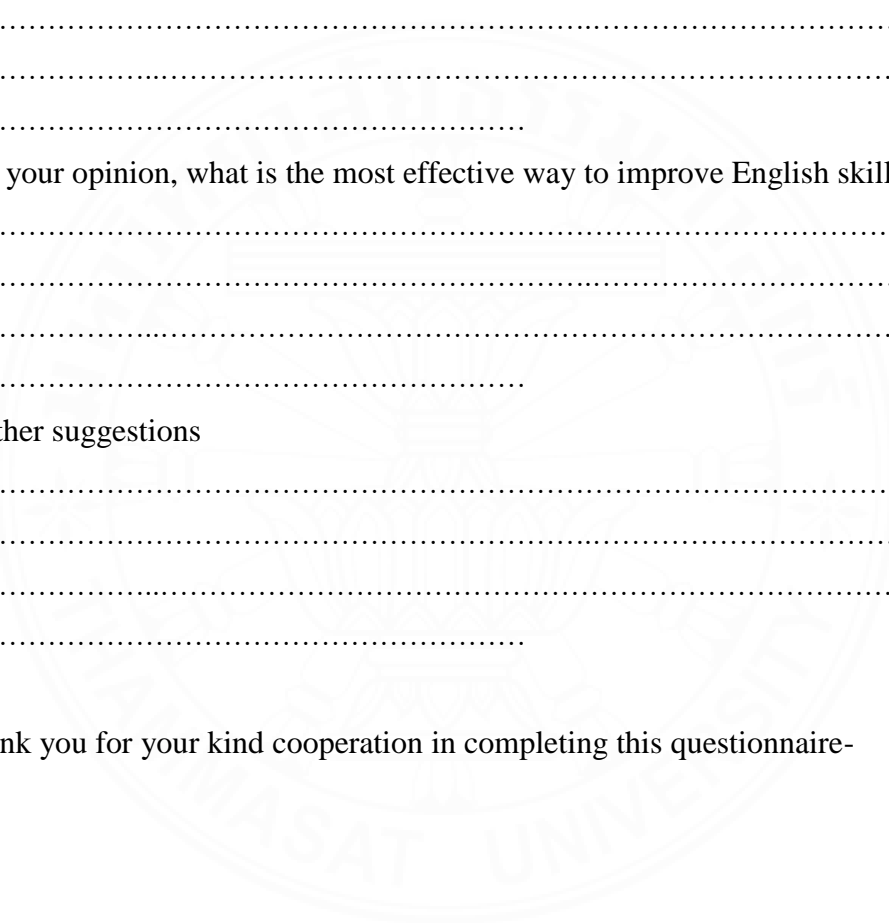
4. In your opinion, what is the most effective way to improve English skills?

.....
.....
.....
.....

5. Other suggestions

.....
.....
.....
.....

-Thank you for your kind cooperation in completing this questionnaire-



APPENDIX B QUESTIONNAIRE – THAI

แบบสอบถาม – ภาษาไทย

การศึกษาปัญหาและความจำเป็นในการใช้ทักษะภาษาอังกฤษสำหรับนักกฎหมายไทย

แบบสอบถามนี้เป็นส่วนหนึ่งของการเก็บข้อมูลวิจัยในรายวิชาการค้นคว้าอิสระหลักสูตรศิลปศาสตรมหาบัณฑิต (ศส.ม.) สาขาวิชาการภาษาอังกฤษเชิงอาชีพเพื่อการสื่อสารนานาชาติ (หลักสูตรภาษาอังกฤษ) สถาบันภาษา มหาวิทยาลัยธรรมศาสตร์ มีวัตถุประสงค์เพื่อศึกษาและวิเคราะห์ปัญหา ความจำเป็นในการใช้ภาษาอังกฤษ และความต้องการพัฒนาทักษะภาษาอังกฤษของนักกฎหมายไทยในด้านการฟัง การพูด การอ่าน การเขียน และการแปล ข้อมูลส่วนตัวของผู้ตอบแบบสอบถาม และคำตอบทั้งหมดที่ได้รับจะถูกเก็บเป็นความลับและจะนำไปใช้เพื่อวัตถุประสงค์ทางการศึกษาเท่านั้น ดังนั้นจึงขอความอนุเคราะห์ท่าน โปรดตอบแบบสอบถามตามความเป็นจริงและแสดงความเห็นเพิ่มเติมได้อย่างอิสระ ขอขอบพระคุณเป็นอย่างสูงในความร่วมมือของท่านมา ณ โอกาสนี้

แบบสอบถามนี้แบ่งออกเป็นสามส่วนดังต่อไปนี้

ส่วนที่ 1: ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม

ส่วนที่ 2: ปัญหาและความจำเป็นในการใช้ภาษาอังกฤษสำหรับนักกฎหมายไทย

ส่วนที่ 3: คำถามปลายเปิด เพื่อแสดงความคิดเห็นของผู้ตอบแบบสอบถามในเรื่อง ปัญหา ความจำเป็นรวมถึงความต้องการในการพัฒนาทักษะการใช้ภาษาอังกฤษ

ส่วนที่ 1: ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม

คำชี้แจง: โปรดทำเครื่องหมาย (✓) หรือเติมข้อความลงในช่องที่ท่านเห็นว่าเหมาะสมและตรงกับความเป็นจริงมากที่สุดเพียงคำตอบเดียว

1. เพศ

- ชาย หญิง

2. อายุ

- 21-30 ปี 31-40 ปี
 41-50 ปี มากกว่า 50 ปี

3. การศึกษา

- ปริญญาตรี
 ปริญญาโท
 ปริญญาเอก

4. อาชีพปัจจุบัน

- นิตกร นักกฎหมาย ในส่วนราชการ รัฐวิสาหกิจ หน่วยงานในกำกับของรัฐ
 ทนายความ ที่ปรึกษากฎหมาย ในบริษัทเอกชนไทย
 ทนายความ ที่ปรึกษากฎหมาย ในบริษัทเอกชนระหว่างประเทศ
 ทนายความ ที่ปรึกษากฎหมาย ในสำนักงานกฎหมายไทย
 ทนายความ ที่ปรึกษากฎหมาย ในสำนักงานกฎหมายระหว่างประเทศ
 ธุรกิจส่วนตัว
 นักศึกษา
 อื่นๆ (โปรดระบุ).....

5. ท่านเรียนภาษาอังกฤษมาเป็นระยะเวลานานเท่าใด

- 1 – 5 ปี 6 - 10 ปี
 11 - 15 ปี มากกว่า 15 ปี

6. ท่านคิดว่าท่านมีความสามารถในการใช้ทักษะภาษาอังกฤษเหล่านี้อยู่ในระดับใด

6.1 การฟัง

- | | | |
|---------------------------------|---------------------------------|----------------------------------|
| <input type="checkbox"/> สูงมาก | <input type="checkbox"/> สูง | <input type="checkbox"/> ปานกลาง |
| <input type="checkbox"/> ต่ำ | <input type="checkbox"/> ต่ำมาก | |

6.2 การพูด

- | | | |
|---------------------------------|---------------------------------|----------------------------------|
| <input type="checkbox"/> สูงมาก | <input type="checkbox"/> สูง | <input type="checkbox"/> ปานกลาง |
| <input type="checkbox"/> ต่ำ | <input type="checkbox"/> ต่ำมาก | |

6.3 การอ่าน

- | | | |
|---------------------------------|---------------------------------|----------------------------------|
| <input type="checkbox"/> สูงมาก | <input type="checkbox"/> สูง | <input type="checkbox"/> ปานกลาง |
| <input type="checkbox"/> ต่ำ | <input type="checkbox"/> ต่ำมาก | |

6.4 การเขียน

- | | | |
|---------------------------------|---------------------------------|----------------------------------|
| <input type="checkbox"/> สูงมาก | <input type="checkbox"/> สูง | <input type="checkbox"/> ปานกลาง |
| <input type="checkbox"/> ต่ำ | <input type="checkbox"/> ต่ำมาก | |

6.5 การแปล

- | | | |
|---------------------------------|---------------------------------|----------------------------------|
| <input type="checkbox"/> สูงมาก | <input type="checkbox"/> สูง | <input type="checkbox"/> ปานกลาง |
| <input type="checkbox"/> ต่ำ | <input type="checkbox"/> ต่ำมาก | |

ส่วนที่ 2: ปัญหาและความจำเป็นในการใช้ภาษาอังกฤษสำหรับนักกฎหมายไทย

คำชี้แจง: กรุณาระบุระดับปัญหาและความจำเป็นในการใช้ภาษาอังกฤษ โดยการใส่เครื่องหมาย

(✓) ในช่องที่ตรงกับความเห็นของท่านมากที่สุด

ปัญหาในการใช้ภาษาอังกฤษ					สถานการณ์และ วัตถุประสงค์ในการใช้ ภาษาอังกฤษ	ความจำเป็นในการใช้ภาษาอังกฤษ				
มี ปัญหา มาก ที่สุด	มีปัญหา มาก	มีปัญหา ปานกลาง	มีปัญหา เล็กน้อย	ไม่มี ปัญหา		จำเป็น มากที่สุด	จำเป็น มาก	จำเป็น ปาน กลาง	จำเป็น เล็กน้อย	ไม่ จำเป็น
5	4	3	2	1		5	4	3	2	1
					1. การฟัง					
					1. ความเข้าใจบทสนทนา ภาษาอังกฤษในชีวิตประจำวัน					

ปัญหาในการใช้ภาษาอังกฤษ					สถานการณ์และ วัตถุประสงค์ในการใช้ ภาษาอังกฤษ	ความจำเป็นในการใช้ภาษาอังกฤษ				
มี ปัญหา มาก ที่สุด	มีปัญหา มาก	มีปัญหา ปานกลาง	มีปัญหา เล็กน้อย	ไม่มี ปัญหา		จำเป็น มากที่สุด	จำเป็น มาก	จำเป็น ปาน กลาง	จำเป็น เล็กน้อย	ไม่ จำเป็น
5	4	3	2	1		5	4	3	2	1
					2. ความเข้าใจข้อมูลข่าวสาร ภาษาอังกฤษ					
					3. ความเข้าใจคำถามคำตอบ เป็นภาษาอังกฤษในสถานการณ์ ทั่วไป					
					4. ความเข้าใจสำเนียงอังกฤษ ในรูปแบบต่างๆ					
					5. ความเข้าใจ คำศัพท์และ สำนวน ภาษาอังกฤษเชิง กฎหมายในบริบททางการฟัง					
					6. ความเข้าใจบทสนทนาใน ภาษาอังกฤษเชิงกฎหมาย					

ปัญหาในการใช้ภาษาอังกฤษ					สถานการณ์และ วัตถุประสงค์ในการใช้ ภาษาอังกฤษ	ความจำเป็นในการใช้ภาษาอังกฤษ				
มี ปัญหา มาก ที่สุด	มีปัญหา มาก	มีปัญหา ปานกลาง	มีปัญหา เล็กน้อย	ไม่มี ปัญหา		จำเป็น มากที่สุด	จำเป็น มาก	จำเป็น ปาน กลาง	จำเป็น เล็กน้อย	ไม่ จำเป็น
5	4	3	2	1		5	4	3	2	1
					7.ความเข้าใจการบรรยายหรือ การนำเสนอข้อมูลทางกฎหมาย เป็นภาษาอังกฤษ					
					8. ความเข้าใจเนื้อหาการ อภิปรายแสดงความคิดเห็นทาง กฎหมายเป็นภาษาอังกฤษ					
					9. ความเข้าใจการเจรจา ต่อรองในเรื่องข้อตกลงและ เงื่อนไขทางด้านกฎหมายเป็น ภาษาอังกฤษ					
					10.อื่นๆ (โปรดระบุ)					

ปัญหาในการใช้ภาษาอังกฤษ					สถานการณ์และ วัตถุประสงค์ในการใช้ ภาษาอังกฤษ	ความจำเป็นในการใช้ภาษาอังกฤษ				
มี ปัญหา มาก ที่สุด	มีปัญหา มาก	มีปัญหา ปานกลาง	มีปัญหา เล็กน้อย	ไม่มี ปัญหา		จำเป็น มากที่สุด	จำเป็น มาก	จำเป็น ปาน กลาง	จำเป็น เล็กน้อย	ไม่ จำเป็น
5	4	3	2	1		5	4	3	2	1
					2. การพูด					
					1. การออกเสียงภาษาอังกฤษ อย่างถูกต้อง					
					2. การพูดภาษาอังกฤษโดยใช้ ไวยากรณ์ที่ถูกต้อง					
					3. การสนทนาภาษาอังกฤษใน เรื่องทั่วไป					
					4. การถามหรือตอบ คำถาม ทางกฎหมายเป็นภาษาอังกฤษ					

ปัญหาในการใช้ภาษาอังกฤษ					สถานการณ์และ วัตถุประสงค์ในการใช้ ภาษาอังกฤษ	ความจำเป็นในการใช้ภาษาอังกฤษ				
มี ปัญหา มาก ที่สุด	มีปัญหา มาก	มีปัญหา ปานกลาง	มีปัญหา เล็กน้อย	ไม่มี ปัญหา		จำเป็น มากที่สุด	จำเป็น มาก	จำเป็น ปาน กลาง	จำเป็น เล็กน้อย	ไม่ จำเป็น
5	4	3	2	1		5	4	3	2	1
					5. การให้คำแนะนำทาง กฎหมายเป็นภาษาอังกฤษ					
					6. การใช้คำศัพท์และสำนวน ภาษาอังกฤษเชิงกฎหมายใน บริบทด้านการพูด					
					7. การแสดงความคิดเห็น ระหว่างการบรรยายหรือการ นำเสนอผลงานเป็นภาษาอังกฤษ					
					8. การนำเสนอข้อมูลด้าน กฎหมายเป็นภาษาอังกฤษ					

ปัญหาในการใช้ภาษาอังกฤษ					สถานการณ์และ วัตถุประสงค์ในการใช้ ภาษาอังกฤษ	ความจำเป็นในการใช้ภาษาอังกฤษ				
มี ปัญหา มาก ที่สุด	มีปัญหา มาก	มีปัญหา ปานกลาง	มีปัญหา เล็กน้อย	ไม่มี ปัญหา		จำเป็น มากที่สุด	จำเป็น มาก	จำเป็น ปาน กลาง	จำเป็น เล็กน้อย	ไม่ จำเป็น
5	4	3	2	1		5	4	3	2	1
					9. การเจรจาต่อรองในเรื่อง ข้อตกลงและเงื่อนไขทาง กฎหมายเป็นภาษาอังกฤษ					
					10. อื่นๆ (โปรดระบุ)					
					3. การอ่าน					
					1. การอ่านเอกสาร ภาษาอังกฤษทั่วไปเช่น หนังสือพิมพ์หรือนิตยสาร					

ปัญหาในการใช้ภาษาอังกฤษ					สถานการณ์และ วัตถุประสงค์ในการใช้ ภาษาอังกฤษ	ความจำเป็นในการใช้ภาษาอังกฤษ				
มี ปัญหา มาก ที่สุด	มี ปัญหา มาก	มี ปัญหา ปาน กลาง	มีปัญหา เล็กน้อย	ไม่มี ปัญหา		จำเป็น มาก ที่สุด	จำเป็น มาก	จำเป็น ปาน กลาง	จำเป็น เล็กน้อย	ไม่ จำเป็น
5	4	3	2	1		5	4	3	2	1
					2. การอ่านหนังสือเรียน วารสาร บทความ หรือ แหล่งข้อมูลอื่นๆ ด้านกฎหมาย ภาษาอังกฤษ					
					3. การอ่านเอกสารทาง กฎหมาย เช่น สัญญา หนังสือ บอกกล่าว คำฟ้อง คำร้อง ฯลฯ ภาษาอังกฤษ					
					4. ความเข้าใจคำศัพท์ ส่วนวน ภาษา อังกฤษเชิงกฎหมายใน บริบททางการอ่าน					
					5. ความเข้าใจเหตุผลทาง กฎหมายในคดีความหรือ ความเห็นของศาล					

ปัญหาในการใช้ภาษาอังกฤษ					สถานการณ์และ วัตถุประสงค์ในการใช้ ภาษาอังกฤษ	ความจำเป็นในการใช้ภาษาอังกฤษ				
มี ปัญหา มาก ที่สุด	มี ปัญหา มาก	มี ปัญหา ปาน กลาง	มีปัญหา เล็กน้อย	ไม่มี ปัญหา		จำเป็น มาก ที่สุด	จำเป็น มาก	จำเป็น ปาน กลาง	จำเป็น เล็กน้อย	ไม่ จำเป็น
5	4	3	2	1		5	4	3	2	1
					6. ความเข้าใจคำถามทาง กฎหมายที่เขียนเป็น ภาษาอังกฤษ					
					7. อื่นๆ (โปรดระบุ)					
					4. การเขียน					
					1. การเขียนเรียงความ ภาษาอังกฤษ					
					2. การเขียนเอกสารกฎหมาย ภาษาอังกฤษ เช่น สัญญา					

					หนังสือบอกกล่าว คำฟ้อง คำร้อง ฯลฯ						
ปัญหาในการใช้ภาษาอังกฤษ					สถานการณ์และวัตถุประสงค์ในการใช้ภาษาอังกฤษ		ความจำเป็นในการใช้ภาษาอังกฤษ				
มี ปัญหา มาก ที่สุด	มี ปัญหา มาก	มี ปัญหา ปาน กลาง	มีปัญหา เล็กน้อย	ไม่มี ปัญหา		จำเป็น มาก ที่สุด	จำเป็น มาก	จำเป็น ปาน กลาง	จำเป็น เล็กน้อย	ไม่ จำเป็น	
5	4	3	2	1		5	4	3	2	1	
					3. การเขียนตอบคำถามทางกฎหมายเป็นภาษาอังกฤษ						
					4. ใช้คำศัพท์ และ ส่วนวน ในการเขียน ภาษาอังกฤษเชิงกฎหมาย ในบริบททางการเขียน						
					5. เขียนโครงสร้างประโยค ภาษาอังกฤษได้ถูกต้องตามหลัก ไวยากรณ์						
					6. อื่นๆ (โปรดระบุ)						

ปัญหาในการใช้ภาษาอังกฤษ					สถานการณ์และ วัตถุประสงค์ในการใช้ ภาษาอังกฤษ	ความจำเป็นในการใช้ภาษาอังกฤษ				
มี ปัญหา มาก ที่สุด	มี ปัญหา มาก	มี ปัญหา ปาน กลาง	มีปัญหา เล็กน้อย	ไม่มี ปัญหา		จำเป็น มาก ที่สุด	จำเป็น มาก	จำเป็น ปาน กลาง	จำเป็น เล็กน้อย	ไม่ จำเป็น
5	4	3	2	1		5	4	3	2	1
					5. การแปล					
					1. การแปลเอกสารทาง กฎหมาย (เช่น สัญญา หนังสือบอกกล่าว คำฟ้อง คำ ร้อง ฯลฯ) จาก อังกฤษเป็นไทย					
					2. การแปลคำรา บทความใน วารสารทางกฎหมาย จาก อังกฤษเป็นไทย					
					3. การแปลเอกสารทาง กฎหมาย (เช่น สัญญา หนังสือ บอกกล่าว คำฟ้อง คำร้อง ฯลฯ) จาก ไทยเป็นอังกฤษ					

ปัญหาในการใช้ภาษาอังกฤษ					สถานการณ์และ วัตถุประสงค์ในการใช้ ภาษาอังกฤษ	ความจำเป็นในการใช้ภาษาอังกฤษ				
มี ปัญหา มาก ที่สุด	มี ปัญหา มาก	มี ปัญหา ปาน กลาง	มีปัญหา เล็กน้อย	ไม่มี ปัญหา		จำเป็น มาก ที่สุด	จำเป็น มาก	จำเป็น ปาน กลาง	จำเป็น เล็กน้อย	ไม่ จำเป็น
5	4	3	2	1		5	4	3	2	1
					4. การแปลตำรา บทความใน วารสารทางกฎหมาย จาก ไทย เป็นอังกฤษ					
					5. อื่นๆ (โปรดระบุ)					

**ส่วนที่ 3: คำถามเพื่อแสดงความคิดเห็นของผู้ตอบแบบสอบถามในเรื่อง ปัญหา ความจำเป็นรวมถึงความต้องการในการพัฒนา
ทักษะการใช้ภาษาอังกฤษ**

คำชี้แจง: กรุณาตอบคำถามสั้นๆ เพื่อแสดงความคิดเห็นของท่านเกี่ยวกับกับปัญหา ความจำเป็น และความต้องการในการพัฒนา
ทักษะในการใช้ภาษาอังกฤษสำหรับนักกฎหมายไทย

1. ท่านคิดว่าอะไรคือปัญหาสำคัญที่สุดในการใช้ทักษะภาษาอังกฤษสำหรับนักกฎหมายไทย

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2. ท่านคิดว่าทักษะภาษาอังกฤษด้านใดมีความจำเป็นมากที่สุดสำหรับนักกฎหมายไทย

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3. ในทรรศนะของท่าน ท่านต้องการพัฒนาทักษะภาษาอังกฤษด้านใดมากที่สุด

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4. ท่านคิดว่าวิธีการใดที่มีประสิทธิภาพที่สุดในการพัฒนาทักษะการใช้ภาษาอังกฤษ

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5. ข้อเสนอแนะเพิ่มเติม

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BIOGRAPHY

Name	Ms. Natcha Sugarin
Date of Birth	May 22, 1966
Education Attainment	1989: Bachelor of Arts (Linguistics) Thammasat University, Thailand 2005: Bachelor of Laws Thammasat University, Thailand 2013: Master of Law (International Intellectual Property Law) Brunel University, England 2016: Barrister at Law Thai Bar Association, Thailand
Work Experience	2013-Present: Business owner Phoenix Biz Co.,Ltd. 1998-2008: Secretary of the President King Mongkut University of Technology Thonburi 1990-1997: Cabin Crew British Airways