

ABSTRACT

I.D. No.: 6019458

Key Words: WHEELCHAIR ASSISTANTS, NEEDS ANALYSIS, LISTENING AND SPEAKING SKILL, LANGUAGE LEARNING STRATEGIES

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Thesis Title: THE ENGLISH COMMUNICATION PROBLEMS AND NEEDS IN LISTENING AND SPEAKING SKILLS OF WHEELCHAIR ASSISTANTS AT SUVARNABHUMI AIRPORT

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The objectives of this study are 1) to identify wheelchair assistant's English communication problems in listening and speaking skills at Suvarnabhumi Airport; 2) to identify wheelchair assistant's English communication needs in listening and speaking skills at Suvarnabhumi Airport; 3) to identify wheelchair assistant's English language learning needs in listening and speaking skills. The research design of this study was a mixed explanatory method. 103 WCAs were asked to complete the questionnaire. The questionnaire was the principal instrument to collect quantitative data. Using the five Point-Likert scale to analyze data using percentages, frequency, mean score, and standard deviation. However, to obtain insights, a semi-structured interview was conducted to collect qualitative data. Lastly, analyzing the data after the interview by using the content analysis process.

The study's findings presented that 1) English communication problems in listening skill were: understanding a message, accent, limited vocabulary repertoire, speed of utterance. The overall problems in listening skill were at a high level ($M=3.46$, $SD=1.08$). Meanwhile, English communication problems in speaking skill were small talk, communication politeness, limited vocabulary repertoire, pronunciation, offering assistance,

making inquiries, and grammar. The overall problems in speaking skill were at a medium level ($M=3.34$, $SD=1.09$). 2) English communication needs in listening skill included understanding a message, understanding various accents, improving vocabulary repertoire, and improving listening skills. The overall needs in listening skill were at a high level ($M=3.84$, $SD=0.95$). In contrast, English communication needs in speaking skills were making small talk, using language politely, increasing vocabulary repertoire, developing pronunciation knowledge, offering assistance, making inquiries, and developing grammar knowledge. The overall needs for speaking skills were at a high level ($M=3.87$, $SD=0.92$). 3) The findings revealed that participants used language learning strategies at a moderate level ($M=3.44$, $SD=1.00$). Meta-cognitive, memory, and compensation strategies were the most used, respectively. However, participants sometimes used affective, social, and cognitive strategies.

The study provided pedagogical implications of the study. Some recommendations for administrators, course developers, and instructors were discussed. Moreover, an example of the course syllabus is provided for an English training course for wheelchair assistants.