

Preawpan Pringprom 2010: Effects of Strategy-Based Instruction in Business English Course for Undergraduate Students at Bangkok University. Doctor of Philosophy (Curriculum and Instruction), Major Field: Curriculum and Instruction, Department of Education. Thesis Advisor: Assistant Professor Mantmart Leesatayakun, Ph.D. 151 pages.

The purpose of this research was to study the students' use of language learning strategies in order to develop reading proficiency in Business English course of undergraduate students.

The subjects were 20 students purposively selected from all undergraduate students who enrolled in EN312: English for Business Purposes during the third semester of 2007.

The researcher studied models of how to integrate language learning strategies into English course. Then the 14-weeks lesson plan which contains direct and indirect strategies instruction was constructed. Oxford's language learning strategy which consists of 6 categories - memory, cognitive, compensation, metacognitive, affective, and social strategies - was used in this study. The instruments used to collect data were (1) the Oxford's Strategies Inventory of Language Learning (SILL) version 7 which translated into Thai, (2) an English reading proficiency test, (3) course assessment in a format of open-end questions, and (4) teacher's observation record. After that, the researcher continued the research according to the plan. The data from the SILL was analyzed by calculating to find out the number of students who used strategies. The scores from the English reading proficiency test were analyzed to find means and standard deviation.

Finding showed that the subjects used language learning strategies more frequently after training. Among 6 learning strategies, memory and cognitive strategies were outstanding. The result also indicated that subjects gained significant scores in their English reading proficiency test after the training.

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Thesis Advisor's signature