


Suwadee Songprasertkul 2007: Value Added in a Business English Course, Kasem Bundit University. Doctor of Philosophy (Curriculum and Instruction), Major Field: Curriculum and Instruction, Department of Education. Thesis Advisor: Associate Professor Somtawil Dhanasobhon, Ed.D. 306 pages.

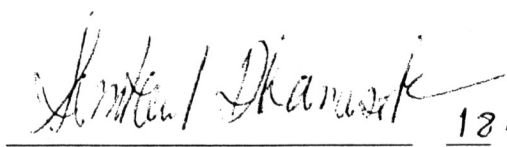
The purposes of this research were to provide value-added procedure to the Business English course and to study the result of the value added to this course. The samples were 39 fourth-year students in the Faculty of Business Administration enrolling in the Business English 4 course of the first semester in 2006.

The instruments used in this research were 1) the questionnaires for the instructors' suggestions on the content of the course; 2) the questionnaires for students' needs and interests of their future career; 3) the modules of learning based on the students' needs; 4) the questionnaires for the students' opinions before studying the course; 5) the questionnaires for students' opinions about the job shadowing; 6) the results from the students' and mentors' report after the job shadowing activities; 7) the questionnaires for the students' opinions about the modules; 8) questionnaires for students' opinions after completing the study in this value-added Business English course.

The research started with the study of the value-added methodologies to the Business English course by constructing the modules developed from the teachers' suggestions and the students' needs analysis that linked to the students' perspective careers. The job shadowing activities were added to the course to enhance students to realize the importance of the English skills used in the Business area and to prepare the students to evaluate themselves before choosing and applying for their future work.

The results of the study showed that after using the modules for value-added learning and doing the job shadowing activities, the average scores indicated that students' opinions of satisfaction after studying this course were higher than the scores before studying this course in every item at the 0.01 level of significance. In conclusion, the students were satisfied with the value-added studying which utilized modified methods of teaching that benefited them with the real work experience related to the knowledge of the study in the classroom and prepared them for their future career.


Student's signature

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Thesis Advisor's signature