ABSTRACT

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Key Words: CURRICULUM, BUSINESS ENGLISH, INTERNATIONAL
UNIVERSITY, THAILAND QUALIFICATIONS FRAMEWORK

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Dissertation Title: DEVELOPMENT OF A MODEL FOR EFFECTIVE BUSINESS
ENGLISH CURRICULUM IN AN INTERNATIONAL UNIVERSITY IN
THAILAND

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The purpose of this study was to develop a model for effective Business
English curriculum in an international university in Thailand. This research focuses
on Business English curriculum of Assumption University. The subjects of the
research includes BE graduates of Assumption University batch thirty-eight, graduate
users of BE graduates in Thai employment market, and the Commission of Higher
Education's five domains of learning from the Thailand Qualifications Framework for
Thailand's higher education. This research used Business English curriculum of
Assumption University as major data source since it is the biggest producer of
Business English graduates in Thailand employment market. The data was collected
by means of questionnaires and interviews which were reviewed by three Business
English experts for content validity and reliability. The data collected from the
questionnaires was descriptive statistically analyzed by Mean and Standard Deviation
method. The mean from the analysis indicated the average level of the respondents’
satisfactions towards the current BE curriculum. Standard deviation is used as a
measure for analyzing variation or dispersion of the scores around the mean. Content
analysis was also employed to analyze the interview data.
Finally, the results was thoroughly interpreted and analyzed by employing the method of content analysis to reveal the essential elements for developing an effective model for BE curriculum based upon the satisfaction of BE graduates and BE graduate users, the needs of BE graduates and BE graduate users, and TQF’s five domains. The finding revealed that the graduates rated the high level in all four Business English effectiveness criteria. The criteria which received the highest effectiveness is ‘Degree of learning’ (Mean = 3.87), followed by ‘Usefulness of Skills’ (Mean = 3.76), ‘Continuance’ (Mean = 3.73), and ‘Relevance’ (Mean = 3.66), respectively. In addition, the graduate users are highly satisfied with graduates’ ability and core character traits with reference to the TQF’s five domains of learning (Mean = 4.29, SD = 0.70).

Field of Study: Doctor of Philosophy in Educational Leadership
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