

Thesis Title Using Learner-Centered Activities to Promote Business English Writing Ability and Self- Esteem of Diploma in Vocational Education Level Students, Chiang Mai Commercial College

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Abstract

The purposes of this research were to study business English writing ability and to compare the students' self-esteem before and after learning through learner-centered activities . The target group was 18 Diploma in Vocational Education Level 2 International Program students who enrolled in course 3000-3202 " Writing English For Future Careers " at Chiangmai Commercial College, in the second semester of the academic year 2002 . There were two sets of research instruments. In the first set , there was an experimental instrument which consisted of 5 lesson plans focused on learner-centered activities . In the second set , there were five written assignments and the self -esteem questionnaires . The self-esteem questionnaires were administered before and after learning through learner-centered activities. Business English writing ability was examined after learning through each activity . The data obtained was analyzed by using mean , percentile and standard deviation .

The findings of this study revealed the following :

1. The students' business English writing ability scores surpassed 50 percent of the pre-set criteria after learning through learner-centered activities.
2. The students 'self-esteem was higher after learning through learner-centered activities.