CHAPTER 2

Literature Review

This study was conducted to research the development of strategies-based English language syllabus in order to improve students' learning outcomes according to the Thailand Qualifications Framework for higher education. The following describes the theoretical framework of the Thailand Qualifications Framework, Strategies-based instruction, the activities that enhance English skills and learning outcomes and also give a review of related studies.

2.1 Theoretical Framework

2.1.1 Thailand Qualifications Framework for Higher Education (TQF:HEd)

The Thailand Qualifications Framework is a higher education system that has been designed to meet the educational guidelines included in the National Education Act. It can assure higher education standards and qualifications as well as being an equivalent academic guarantee. The framework provides appropriate points of comparison for institutions in their planning and quality assurance processes not only for evaluators involved in external reviews but also for employers in understanding the skills and capabilities of graduates they may employ.

Since the commission on higher education has stated in the National Education Act that institutions must follow the framework and the appointed learning characteristics, there has been an attempt by Thai educational institutions to consider the five characteristics. Rajamangala University of Technology Lanna also deems this important. Since then, a committee has been formed to point out the characteristics in each learning domain. The following framework has been grouped into learning expectations and includes five domains and learning outcomes. The domains are:

- Ethical and Moral Development
    1) Public recognition and value realization of ethical and moral development
    2) Morality in academic and vocational education
    3) Discipline, diligence, patience, and responsibility for society and its development
    4) Respect of human rights and honor

• Knowledge
  1) Knowledge and understanding of theory
  2) Ability to follow relevant academic progress and technology
  3) Integration of knowledge to other fields of study

• Cognitive skills
  1) Skills from the integration of knowledge into academic and vocational education
  2) Skills in applying knowledge and being well organized

• Interpersonal skills and responsibility
  1) Good relationships and social manners
  2) Good leadership and fellowship
  3) Good teamwork and problem solving
  4) Apply knowledge to help society

• Numerical analysis, communication skills and information technology
  1) Choosing appropriate tools for communication
  2) Searching, analyzing and applying appropriate technology to solve problems
  3) Using appropriate Thai and foreign languages effectively

2.1.2 Learning Outcomes in Domains of Learning

The *National Qualifications Framework for Higher Education in Thailand* focuses on "Characteristics of Programs and Expected Outcomes in Domains of Learning". Undergraduate students were chosen at Entry Level and expected to systematically achieve the following:

1) Ethical and Moral Development
   1.1) Students should understand and appreciate generally accepted Thai values and systems of morality.
   1.2) Students should act consistently according to a clearly articulated system of values that balances personal beliefs and values with responsibilities towards family, community, and Thai society.
   1.3) Students should analyze issues where values conflict, reach defensible conclusions, and accept responsibility for decisions made.

2) Knowledge
   2.1) Students should understand knowledge and skills in eight general subject fields—Thai language, Mathematics, Science, Social Studies, Religion and Culture, Health and Physical Education, Art, Career and Technology, and Foreign Language including English.
   2.2) Students should understand knowledge in selected fields in preparation for further vocational studies or higher education.

3) Cognitive Skills
   3.1) Students should understand major concepts, principles and theories in subjects studied and have the ability to apply those insights in analyzing new issues and problems in subject studies and daily life.
   3.2) Students should be aware of major issues relating to economic and social development in Thailand and in Thailand's interaction with other countries, and be able to apply insights from studies in analyzing those issues.

4) Interpersonal Skills and Responsibility
   4.1) Students should have the responsibility for their own learning and behavior and be able to take initiative and work with some guidance in academic studies and other aspects of personal development.
   4.2) Students should be relied upon to work independently and complete assigned tasks with limited supervision.
   4.3) Students should work effectively toward common goals in group situations.

5) Analytical and Communication Skills
   5.1) Students should effectively use information and computer technology and basic mathematical skills in tackling and resolving problems in educational settings as well as work and social environments.
   5.2) Students should communicate effectively, both verbally and in writing, using Thai and English languages.

According to the research, English through media and technology is one of the six courses that has been considered for achieving the learning outcomes according to the five domains of Thailand Qualification Framework for Higher Education by the university committees. This course aims to study and practice English skills in listening, speaking, reading and writing with awareness of English variety in multicultural situations. The university committees have agreed on plotting the main learning outcomes as follows.

1. Ethical and moral development
   1.1 Public recognition and realization of the value of ethical and moral development
   1.2 Morality in academics and vocations
   1.3 Discipline, diligence, patience and responsibility to society and the environment
   1.4 Respect for human rights and honor

2. Knowledge
   2.1 Knowledge and understanding of theory
   2.2 Be able to follow relevant academic progress and technology
   2.3 Integrate knowledge to other fields

3. Cognitive skills
    3.1 Skills from the integration of knowledge in academics and vocations
    3.2 Skills in applying knowledge and being well-organized

4. Inter-personal and responsibility skills
    4.1 Good relationships
    4.2 Leadership and fellowship
    4.3 Team work and problem solving
    4.4 Apply knowledge to help society

5. Numerical analysis, communication and information technology
    5.1 Choose appropriate communication instruments
    5.2 Searching, analyzing and applying appropriate technology to solve problems
    5.3 Efficient and appropriate use of Thai and foreign languages

The researcher has considered the importance of implementing strategies-based English language syllabus which can be a beneficial tool to improve the learning outcomes according to the five domains of Thailand Qualification Framework for Higher Education and the university's mission to produce hands-on graduates.

In this study, Ethical and moral development domain, knowledge domain, cognitive skills domain, interpersonal skills and responsibilities, and numerical analysis, communication and information technology are the five domains or learning outcomes which students need to be achieved according to Thailand Qualification Framework for Higher Education.

Regarding 'Ethical and moral development' domain, the study focused on discipline, diligence, patience and responsibility to society and the environment (1.1). 'Knowledge' domain is focused on knowledge and understanding theory (2.1). 'Cognitive skills' domain is focused on skills from the integration of knowledge in academics and vocations (3.1). 'Interpersonal skills and responsibilities' domain is focused on team work and problem solving (4.3). And 'Numerical analysis, communication and information technology' domain is focused on efficient and appropriate use of Thai and foreign languages (5.3).

2.1.3 Strategies-based instruction

To achieve the learning outcomes according to the five domains of the Thailand Qualification Framework for Higher Education, the researcher has recognized the importance of strategies-based instruction and how this type of instruction can be a factor to enhance learning outcomes.

Strategies-based instruction is a learner-centered approach to teaching that has two major components: firstly, students are explicitly taught how, when, and why strategies can be used to facilitate language learning and language use tasks; secondly,

strategies are integrated into everyday class materials, and may be explicitly or implicitly embedded into language tasks. (Chamot and Rubin 1994, p.771). It has been suggested that strategies-based instruction may help learners in three ways; firstly, learning strategies instruction can help students to become better learners, secondly, skills in using learning strategies assist them in becoming independent and confident learners, and finally, they become more motivated as they begin to understand relationships between their use of strategies and success in learning language (Chamot and Kupper, 1989; Chamot and O'Malley, 1994).

In strategies-based instruction, students are expected to work independently and be responsible for their own learning. Learners are therefore challenged to manage their language studies in a variety of ways. Students who have a repertoire of strategies at their disposal can make sophisticated learning decisions. In other words, strategies-based instruction aims to assist learners in becoming more responsible for their efforts in learning and using the target language. It also aims to assist them in becoming more effective learners by allowing them to individualize the language learning experience.

Learning strategies instruction is also a teaching approach that raises learners' awareness of learning strategies. It provides learners with systematic practice in how, when and why to use learning strategies and helps them to develop self-monitoring skills that facilitate active engagement in learning process (Anderson, 1991; Kinoshita, 2003).

2.1.4 Language learning strategies

Language learning strategies are used with the explicit goal of helping learners improve their knowledge and understanding of a target language. They are conscious thoughts and behaviors used by students to facilitate language learning tasks and to personalize the language learning process. Language learning strategies have been differentiated into four distinct categories: cognitive, metacognitive, social, and affective (based on Chamot 1987, Oxford 1990).

Oxford (1990) stated that strategies are particularly important for language learning "because they are tools for active, self-directed involvement, which is essential for developing communicative competence" (p.1). Because of its significance, learning strategies have been extensively employed in the educational field. In defining the language learning strategy, "different researchers use different terms and different concepts" (Oxford & Crookall, 1989, p.414), therefore, a great number of researchers have formulated their own definitions which will be discussed in the following.

Schemeck (1988, p.5) stated, strategy is "the implementation of a set of procedures (tactics) for accomplishing something" and learning strategy is "a sequence of procedures for accomplishing learning". Weinstein and Mayer (1986, p.315) proposed learning strategies as "behaviors and thoughts that a learner engages in during learning and that are intended to influence the learner's encoding process".

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More specifically, Rigney (1978. P.165) defined learning strategies as "cognitive strategy" which is "used to signify operations and procedures that the student may use to acquire, retain, and retrieve different kinds of knowledge and performance".

Rubin (1975, p.43) defined strategies as "the techniques or devices, which a learner may use to acquire knowledge". Later, Rubin (1981, p.23) conducted a study to identify cognitive strategies in second language learning and introduced the distinction between direct and indirect language learning strategies. In 1987, Rubin proposed, "language learning strategies are strategies which contribute to the development of the language system which the learner constructs and affect learning directly". She also suggested that language learning strategies include "any set of operations, steps, plans, or routines used by the learner to facilitate the obtaining, storage, retrieval and use of information" (Rubin, 1981, p.19).

According to O'Malley et al. (1985, p.23), "language learning strategies have been broadly defined as any set of operations or steps used by a learner that will facilitate the acquisition, storage, retrieval, or use of information". In their study, they classified twenty-six strategies into three subgroups: metacognitive, cognitive and socio-affective.

Similarly, Chamot (1987, p.71) gave a definition of language learning strategies as "techniques, approaches or deliberate actions that students take in order to facilitate the learning and recall of both linguistic and content area information". She proposed that some language learning strategies are observable, but some may not be observable. In cognitive perspective, O'Malley and Chamot (1990, p.1) viewed language learning strategies as "the special thoughts or behaviors of processing information that individuals use to help them comprehend, learn, or retain new information".

O'Malley and Chamot (1989) define learning strategies as the tools, processes, steps or actions employed by learners to acquire, store and retrieve information and to enhance their learning. They have been categorized into six types: memory, cognitive, compensation, metacognitive, affective, and social.

Many researchers have argued that learning strategies should be introduced or taught explicitly rather than implicitly (Anderson, 1991; Cohen, 1998; O'Malley and Chamot, 1990; Oxford and Leaver, 1996). They have described three main approaches for implementing learning strategies instruction: self-study in a self-access center, by teachers in language classes, and by teachers in intensive training workshops. However, learning strategies instruction by teachers in language classes has been suggested as the most effective approach (Wenden, 1998).

2.1.5 Type of learning strategies

Language learning strategies are used as a tool to help learners improve their knowledge and understanding of the target language. Oxford (1999) mentions the major varieties of language learning strategies are; memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, and social strategies.

<u>Memory strategies</u>
Memory strategies or mnemonic strategies help learners link a new item with something already known. These devices are useful for memorizing information in an orderly string in various ways; examples are by sound, by body movement, or by location on page or blackboard (Oxford, 2001). Memory strategies reflect a very simple principle, such as rearranging in order, making associations, and reviewing. It is often a step in learning vocabulary and grammar rules (Oxford, 1990). Although memory strategies can be powerful contributors to language learning, the awareness of its use becomes less over time. The explanation might be that learners are unaware of how often they actually do employ memory learning strategies (Oxford, 1990).

<u>Cognitive strategies</u>
Cognitive strategies help learners make and strengthen associations between new and already known information and facilitate the mental restructuring of information (Oxford, 2001). These strategies operate directly on incoming information, manipulating it in ways that enhance learning (O'Malley & Chamot, 1990). Cognitive strategies usually involve the identification, retention, storage, or retrieval of words, phrases, and other elements of the target language (Cohen, 1995).

Cognitive strategies are essential in learning a new language and it is found to be the most popular strategy with language learners. According to Oxford (1990) the four sets of cognitive strategies (as shown in table 2.5) are: practicing, receiving and sending messages, analyzing and reasoning, and creating structure for input and output.

<u>Compensation strategies</u>
Compensation strategy is the strategy that enables learners to use new language for either comprehension or production despite limitations in knowledge. Compensation strategies are intended to make up for an inadequate repertoire of grammar and vocabulary (Oxford, 1990). Compensation strategy helps learners to receive or produce language by guessing when listening or reading, and overcoming limitations in speaking and writing by using gestures, adjusting or approximating the message, and using circumlocution or synonyms.

<u>Metacognitive strategies</u>
Metacognitive strategies are actions which go beyond purely cognitive devices, and provide a way for learners to coordinate their own learning process (Oxford, 1990). According to Nelson (1998), metacognition is "knowing how to learn." Metacognitive skills include taking conscious control of learning, planning and selecting strategies, monitoring the progress of learning, correcting errors, analyzing

the effectiveness of learning strategies, and changing learning behavior and strategies when necessary (Ridley and others, 1992).

Metacognitive strategies help learners manage themselves as learners, the general learning process, and specific learning tasks (Oxford, 2001). O'Malley *et al.* (1983) concludes that "students without the metacognitive approach are essentially learners without direction and ability to review their progress, accomplishment, and future learning direction."

Affective strategies
Affective strategies include identifying one's feelings and becoming aware of the learning circumstances or tasks that evoke them (Arnold, 1999). Affective strategies serve to regulate learner motivation, emotion, and attitudes (Cohen, 1995).

It is impossible to overstate the importance of the affective factors influencing language learning. This is because negative attitudes and beliefs can reduce learners' motivation and harm language learning, while positive attitudes and beliefs can do the reverse. Using the affective strategy to examine beliefs and attitudes is therefore useful for learning any language (Oxford, 2001).

Social strategies
Learning a language is getting involved with other people, thus developing social strategies is very important for the language learner. Social strategies are those activities learners engage in which give them opportunities to be exposed to and practice their knowledge (Wenden & Robin, 1987). Social strategies facilitate learning with others and help learners understand the culture of the language they are learning (Oxford, 2001). Social strategies include actions that learners select for interacting with other learners, a teacher, or with native speakers (Cohen, 1995).

Learners get to know how to work with other people and interact with them in order to gain a greater benefit in learning language. Three sets of social strategies are: asking questions, cooperating with others, and empathizing with others (Oxford, 1990).

Regards to this research, three strategies from Oxford (1990) are applied during strategies-based English language syllabus which is cognitive strategies, metacognitive strategies, and social strategies. These three strategies are applied to strategies-based English language syllabus to improve students' learning outcomes according to Thailand Qualification Framework for Higher Education.

'Ethical and moral development' domain (TQF) is focused on metacognitive strategies. 'Knowledge' domain (TQF) is focused on cognitive strategies and metacognitive strategies. 'Cognitive skills' domain (TQF) is focused on cognitive strategies and metacognitive strategies. 'Interpersonal skills and responsibilities' domain (TQF) is focused on social strategies. 'Numerical analysis, communication and information technology' domain (TQF) is focused on cognitive strategies and metacognitive strategies. All these three strategies are able to support the requirement of Thailand Qualification Framework for Higher Education.

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2.1.6 Activities that enhance English skills and learning outcomes following TQF

2.1.6.1 Oral presentation

Oral Presentation is a study skill that can enhance one of the domains of learning according to the Thailand Qualification Framework. Oral presentation skills have been used extensively by language teachers in promoting speaking skills.

Researchers such as Jordan (1997) see that oral presentation is an important language learning skill. Phuwipadawat (2001) also sees that oral presentation is one area of project based learning.

Jordan (1997) also indicates that "many students, whose mother tongue is not English, already possess study skills to an advanced level in their own language. They may simply need help to transfer their skills into English and, possibly, to adjust them to a different academic environment."

Nantachaipan cited Mandal (1995) saying that "oral presentations are speeches that are usually given in business, technical, professional or scientific environments. Business and technical presentations are generally either informative or persuasive. In an informative presentation, the presenters are simply delivering facts. While in a persuasive presentation, the presenters are trying to change some aspects of the audience's behavior, attitude or beliefs.

Wongsatian (2007) describes oral presentation as a communication skill essential in education and career. King (2002) sees that oral presentation is an "effective communicative activity that has been widely adopted by EFL conversation teachers to promote oral proficiency". Jordan (2000) cited Nesi and Skelton (1987) who also express that oral presentation is a communication skill. Different from other researchers, Nesi and Skelton (1987), concur that oral presentation is not a language skill. "They are not concerned with total accuracy or fluency."

King (2002) proposes important stages for teachers in training students how to give oral presentations as follows:
1. Hand out guidelines
2. Grouping and scheduling presentations
3. Choosing topics and gathering information
4. Handling technical problem
5. Holding Q/A sessions

Wongsatian (2007) suggests five main steps in giving presentations which are:
1. Presentation Planning
2. Introductions
3. Delivery
4. Concluding the presentations
5. Handling questions

In summary, the study review about oral presentation reveals the roles of teachers and ways they can best train their students in how to plan, deliver, and evaluate their own presentations in order to better their skills at giving oral presentations, which is one of the study skills needed for language learning. Teachers need to act as facilitators who give opportunities to students to express themselves publicly about a topic of interest, and do so in a structured way. In studying the steps and elements in giving oral presentation students can also experience the learning strategies which can be useful in planning and giving oral presentations.

2.1.6.2 Project-based learning

1) Defining project-based learning

Stroller (1997) thought project-based learning should be viewed as a natural extension of fully integrated language and content learning, making it a viable option in a variety of instructional settings including General English, English for Academic Purposes, English for Specific Purposes, and English for Occupational/ Vocational/ Professional Purposes.

According to Hedge (2002), projects are extended tasks which usually integrate language skills by means of a number of activities. These activities combine in working towards an agreed goal and may include the following: planning; gathering of information through reading, listening, interviewing, and observing; group discussion of the information; problem solving; oral and written reporting; and displays. Project-based learning is similar to task-based learning to a certain degree, but it is larger than a single task.

The primary characteristics of project work summarized by Stroller (1997) are as follows. First, project work focuses on content learning through language learning. Second, it is student-centered with the teacher playing a role in offering support and guidance throughout the process. Third, it is cooperative rather than competitive; students can work on their own, in small groups, or as a class to complete a project. Fourth, it leads to the authentic integration of skills and processing of information from varied sources, mirroring real-life tasks. Fifth, it culminates in an end product that can be shared with others. Finally, it is potentially motivating, stimulating, empowering, and challenging; students can build up confidence, self-esteem, and autonomy as well as improve their language skills, content learning, and cognitive abilities.

2) Previous research on project-based learning

Brumfit (Hedge, 2002) gave an example of an ELT project in which advanced students worked in groups to produce a radio program about their own country, covering a range of ethnic, religious and educational topics. This had the advantage of linking English to other subjects and using content for which the students have relevant prior knowledge.

Snow & Brinton (1988) reported their research on content-based language instruction. They claimed to find that student motivation in class increased in direct proportion to the relevance of the course activities, and in turn student success in the content course reflected the effectiveness of the language instruction.

Tomei, Glick & Holst (1999) described project work in their EFL classroom at a university in Japan; their students surveyed their peers on a topic about student life. Their study showed that project work had promoted language learning by increasing the amount of input, making the content applicable to students, and encouraging learners to be creative and imaginative.

Tessema (2005) reported on his English writing project in Ethiopia and explored ways by which project work can help students become actively involved in writing tasks.

Alan & Stroller (2005) reported a case-study on the use of projects about the local transportation system and outlined the features that maximize the benefits of project work.

In China, some teachers also tried the project-based approach to the teaching of non-English majors. Gu (2003) reported her study during which Foreign Trade students investigated the resources and foreign trade services in Suzhou and came up with solutions in the form of written reports. She analyzed the effectiveness of the project in involving students in active, authentic, and reflective learning.

Zhao (2004) ran a project-based course for doctoral candidates at Harbin Institute of Technology and concluded that the project had provided a context for students to learn how to use different language skills to meet various needs. Most importantly, the students learned how to collaborate and cooperate with others.

2.1.6.3 Self/Peer Evaluation

1) Peer Evaluation

As inferred from peer review studies (e.g. Schultz, 2000; Zhu, 1994; Nystrand & Brandt, 1989; Spear, 1988; Nystrand, 1986), consistent with Vygotsky's perspectives on learning, a real dialogue about writing to get assistance from real readers is viewed as constructive. In such an activity, students discuss their writing with each other and exchange their oral and/or written comments usually based on guidelines and/or task sheets given to them.

The strongest conclusion which can be drawn from literature is that peer group approaches vary in their effectiveness depending on the extent to which:
    (a) students are persuaded that such approaches will lead to writing improvement,
    (b) students are trained to provide peer group feedback effectively,
    (c) students have clear goals and guidelines for peer group work,
    (d) peer group members are held accountable for their feedback,
    (e) and when the feedback provided by them is reviewed by the teacher

(e.g. Reid 1993; Spear, 1993; Holt 1992; Leki 1992; Stanley, 1992; Elbow & Belanoff 1989; Golub 1988; Spear 1988).

2) Self-evaluation

A number of researchers (Bachman, 2000; Haughton & Dickinson, 1988; Oscarson, 1989) have attempted to define the term by identifying two types of self-assessment according to their purpose:
(1) performance-oriented self-assessment
(2) development-oriented self-assessment.

Performance-oriented assessment measures the outcomes related to selection, certification, placement, achievement, diagnosis, etc. For instance, if self-assessment is used as a placement exam in a university ESL program, it will be administered to students only once prior to program entrance. In this case, students are asked to evaluate their language ability on whatever is being assessed.

The use of self-assessment for the purpose of the performance-oriented self-evaluation has various advantages. First, it eliminates concerns about cheating and security issues (LeBlanc & Painchaud, 1985). Second, it is cost and time efficient (Strong-Klause, 2000). These advantages are often attractive enough to induce test administrators to implement self-assessment into their language programs.

Development-oriented assessment measures the process of learning (usually in a classroom environment) in which self-managed activities are incorporated. It is used as an observation of "the participants for an extended period in order to detect changes and patterns of development over time" (Dornyei, 2001, p. 194). This type of assessment began to receive attention as a result of increased interest in the learner-centered approach.

In a learner-centered curriculum, learners are encouraged to not only be test takers, but also to be active participants in the assessment process (Bachman, 2000; Dickinson, 1987). By incorporating self-assessment into classroom learning, students as well as teachers acknowledge assessment as a mutual responsibility, and not as the sole responsibility of the teacher (Oscarson, 1989).

2.1.6.4 Cooperative Learning

What is Cooperative Learning?

Cooperative learning is defined as a set of instructional strategies "which employ{s} small teams of pupils to promote peer interaction and cooperation for studying academic subjects" (Sharan, 1980: 242). In Slavin's (1980) view, "the term refers to classroom techniques in which students work on learning activities in small groups and receive rewards or recognition based on their group's performance" (p. 315).

Cooper and Mueck (1990) regard Cooperative Learning as a structured and systematic instructional design in which small groups work together to reach a common goal.

Johnson & Johnson (1999) contend that Cooperative Learning is "the instructional use of small groups so that students work together to maximize their own and each other's learning".

Therefore, Cooperative Learning is not simply conspicuously putting students together in groups and giving them tasks to do, but an environment in which teachers have to guarantee that the subsequent four elements transpire. The first element is positive interdependence which generates the sense that "we sink or swim together" (Johnson et al., 1998). It is the sense of working together for a common goal and caring about each other's learning (Sharan, 1980).

When positive interdependence is established, each member's endeavor in the group is always required and she or he takes a different role and responsibility for a part of the given task. The group's successfulness is the contribution from every member in the group. Without positive interdependence, learners occasionally fall into the trap of "hitchhiking" where they let one learner do all the work for them, or of being "off task" (Cohen, 1994).

2.1.6.5 Benefits of Cooperative Learning

1) Enhancing learners' cognitive growth

Cooperative Learning suggests that learning would be more meaningful if learners experiment with their own learning instead of listening to the teacher's lectures. Furthermore, conflict resolution will help promote students' cognitive growth (Murray, 1994).

Vygotskian theory highlights that learners' cognition is reinforced when they are in the action of interacting with people in their environment and in cooperation with her/his peers.

Working in teams, consequently, provides learners with a variety of opportunities to learn from each other and to attain higher cognition.

2) Enhancing learners' motivation

In the Cooperative Learning classroom, a relaxed and comfortable atmosphere is formed and self-esteem is strengthened since Cooperative Learning creates a strong social support system in which learners feel respected and connected to one another (Cohen and Willis, 1985).

Teachers function as facilitators and interact with learners while circulating through the class, observing learners' interactions (Cooper et al, 1985).

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Anxiety, moreover, is diminished and self-confidence is enhanced since class attention is not focused on an individual but on a whole group and when an error is made, it becomes a teaching tool rather than a public criticism (Slavin and Kaweit, 1981). Thus, learners feel free to expose their language without hesitation.

3) Enhancing learners' interaction

In a Cooperative Learning classroom, students have the chance to learn various social skills, using several structures or activities to work together which can maximize the learners' interactions. Subsequent are certain common Cooperative Learning activities:

(1) Think-Pair-Share (TPS) – This is a cooperative learning strategy developed by Lyman in 1978 and can be defined as "a multi-mode discussion cycle in which students listen to a question or presentation, have time to think individually, talk with each other in pairs, and finally share responses with the larger group" (McTighe and Lyman, 1988, p.243).

(2) Numbered Heads Together – This activity is an example of Kagan's (1989) Structural Approach which is based on using content-free ways of managing classroom interaction called structures. Kagan (1989) describes the procedure of Numbered Heads Together as follows:
Step 1: Students number off within teams.
Step 2: The teacher asks a high consensus question.
Step 3: Students put their heads together to make sure everyone on the team knows the answer.
Step 4: The teacher calls a number at random, and students with that number raise their hands to be called upon to answer the question and earn points for their teams.

(3) Jigsaw – The Jigsaw model was developed for narrative materials in core content areas like social studies, science, literature, and other school subjects in which the goal is to learn concepts rather than skills (Aronson et al., 1978; Slavin, 1986). Students leave their original group and form an "expert group", in which all persons with the same piece of information get together, study it, and decide how best to teach it to their peers in the original groups. After this is accomplished, students return to their original groups, and each teaches his/her portion of the lesson to the others in the group.

(4) Circle the Sage – First the teacher polls the class to see which students have special knowledge to share. For example, the teacher may ask who in the class has visited Paris. Those students who have, the sages, stand and spread out in the room. Next, the teacher breaks the class into teams and has the students surround the sages,

with no two members of the same team going to the same sage. The sage explains what they know while the classmates listen, ask questions, and take notes. All students then return to their teams. Each in turn, explains what they learned. Because each one has gone to a different sage, they compare notes. If there is disagreement, they stand up as a team. Finally, the disagreements are aired and resolved.

4) Enhancing learners' achievement

Research has found out that cooperative learning strategies enhance students' academic achievement. In 67 studies on the achievement impact of cooperative learning, 61% found greater achievement in cooperative rather than traditionally taught control groups. Positive impacts were encountered in all major subjects, at all grade levels, in a range of age groups from elementary school to adult, and for high, average, and low achievers (Slavin, 1991).

Regards to the study, the Jigsaw model according to the cooperative learning is used as an activities in the strategies-based English language syllabus. This type of model is used to support the social strategies in order to achieve the requirement of learning outcomes in 'Interpersonal skills and responsibilities' domain (TQF) according to Thailand Qualification Framework for Higher Education.

2.2 Related studies

There are many research related to strategies-based English language syllabus that show the improvement of the students after the implementation of strategies-based English language syllabus.

Firstly, Cohen (1995) studied the impact og strategies-based instruction on speaking a foreign language in French and Norwegian foreign language classrooms. He found that the strategies-based instruction has a positive influence on the 10 weeks course results. Strategies-based speaking exercises appear to be very useful for improving speaking skill in a foreign language.

Moreover, O' Malley and Chamot (1990) conducted the research studies in finding out the strategies used by the ESL and EFL students by using the same methodology. The two groups of ESL and EFL students used metacognitive, cognitive, and social-affective strategies. O' Malley and Chamot found that both groups use higher members of cognitive strategies than metacognitive and social-affective strategies.

O' Malley (1990) determined whether strategy instruction in a natural classroom setting would result in improved learning for varied types of second language tasks with students of English as a second language. The strategy instruction for listening and speaking was implemented without major difficulty, although the instruction for vocabulary was found to require substantial modification despite a successful pilot test of the approach.

Moreover, Mosby (2008) did conduct research on implementing and evaluating the strategy-based language training in developing undergraduate students' English oral presentation skills. The results show that strategic training can be used in developing the students' oral presentation skills.

Mercer (2005) reports that learning strategies training increased the students' ability in reading and also help the students to remember the new English vocabulary better. Gibson (2009) explores the effectiveness pf strategy based reading instruction for improvement of students reading comprehension. He found that the strategy based instruction is an effective way to improve reading comprehension.

2.3 Conceptual Framework

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│ Thailand Qualification Framework     │        │ Strategies-Based English  │
│ for Higher Education                 │        │ Language Syllabus         │
│ 1. Ethical and Moral development     │        │                           │
│ 2. Knowledge                         │        └──────────────────────────┘
│ 3. Cognitive skills                  │
│ 4. Interpersonal skills and          │
│    responsibility                    │
│ 5. Numerical analysis, Communication │
│    and IT                            │
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        ┌────────────────────────────────────────────────────────────────┐
        │ Apply the strategies-based English language syllabus according   │
        │ to the five domains of the Thailand Qualification Framework      │
        └────────────────────────────────────────────────────────────────┘

        ┌────────────────────────────────────────────────────────────────┐
        │ Effective strategies-based English language syllabus improves     │
        │ Students' learning outcomes according to the five domains of TQF  │
        └────────────────────────────────────────────────────────────────┘
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