CHAPTER 4

Results of the study

4.1 Introduction

This chapter provides the findings of the study according to the three main objectives, which are (1) to construct and develop the strategies-based English language syllabus to improve students' learning outcomes according to five domains of TQF, (2) to explore students' learning outcomes according to the five domains of TQF after the implementation of strategies-based English language syllabus, and (3) to explore the language learning strategies used by the students before and after the implementation of strategies-based English language syllabus.

4.2 Results of the study

4.2.1 The construction and development of the strategies-based English language syllabus

A. The development of strategies-based English language syllabus curriculum

After the lesson plans were implemented, the researcher experienced that some the lesson plans had some difficulties and weak points that needed to be improved.

Moreover, regarding the development of strategies-based English language syllabus, the language tasks evaluation was used to evaluate students' language performance during the implementation of strategies-based English language syllabus in each lesson. This instrument was used to evaluate the outcomes according to Thailand Qualification Framework for Higher Education. The following table shows result of the effectiveness of tasks in each lesson and the adjustment of the lesson plans after the instruction is presented in the following table.

Table 4.1 The adjustment of the lesson plans and language task evaluation

Lesson plan no.	Lesson's content	Lesson's objective	Language task	Evaluation	Lesson Adjustment
1	Types of television program	Students will be able to differentiate the type of television program	Answer and discuss the questions about television.	Students achieved the objectives set. During the class, students were able to answer the questions related to televisions both in pairs and whole class.	No change
2	Types of television program	Students will be able to identify the terms of television genres	Identify the television genres after watching short videos from http://www.bbc.co.uk.	Students achieved the objectives set. During the lesson, students were able to identify the correct types of television after watching and listening to the short videos from http://www.bbc.co.uk.	No change
3	Vocabulary related to television production	Students will be able to understand the television production vocabulary	- Answer and discuss the questions related to television production - Match the collocation about television production	Students achieved the objectives set. However, the time is not enough to cover everything in the lesson plan but the content and activities are appropriate for students.	The second part of the using resources activity has to be changed from the classroom activity to homework.

Lesson plan no.	Lesson's content	Lesson's objective	Language task	Evaluation	Lesson Adjustment
4	Vocabulary from news report on television	Students will be able to understand and guessing meaning of main vocabulary from news report on television	Tell the meaning of main vocabulary from the news report	Students achieved the objectives set. However, the students were not really clear about the 'how' to set a goal.	Add more exercises to give the students some practice.
5	Types of radio programs	Students will be able to identify the different types of radio programs	- Answer and discuss the questions about radio program - Identify the radio genres after listening to the excerpts from BBC radio program	Students achieved the objectives set. During the class, students were able to answer the questions related to televisions both in pairs and whole class. However, the researcher spent much time on teaching and practicing, so students cannot complete the task.	The language task was assigned as homework instead of classroom activity.
6	Useful expressions on radio program	Students will be able to understand the useful expressions on radio program	Identify the correct types of radio program	Students achieved the objectives set. During the lesson, students were able to identify the correct types of television after listening to the radio program.	No Change

Lesson plan no.	Lesson's content	Lesson's objective	Language task	Evaluation	Lesson Adjustment
7	Useful expressions on radio program	Students will be able to understand the useful expressions on radio program	Write a 15 minutes slot on radio station by using the useful expressions on radio program	Students achieved the objectives set. During the lesson, students were able to finish the 15 minutes slot in class.	No Change
8	Reading passage 'radio commission brief'	Students will be able to understand the skills in reading	Find the main idea after reading the passage about radio commission brief	Students achieved the objectives set. However, some students have limited background knowledge about the radio commission brief, so the researcher decided to change this topic to the activity based on the movies that the students know and like.	The reading passage "radio commission brief" was quite difficult to students who have limited background about radio production. So students took a long time to finish their reading part or find the main idea.
9	Movie genres	Students will be able to understand movie genres	Answer and discuss the questions related to movies	Students achieved the objectives set. During the class, students were able to answer the questions related to movies both in pairs and whole class.	No change.

Lesson plan no.	Lesson's content	Lesson's objective	Language task	Evaluation	Lesson Adjustment
10	Types of movies	Students will be able to identify the terms of movie genres	Identify the types of movie after watching movie trailers	Students achieved the objectives set. During the lesson, students were able to identify the correct types of movies after watching and listening to the movie trailers.	No change
11	Useful expressions about asking and giving opinion	Students will be able to understand the useful expressions about asking and giving opinion	Identify the useful expression about asking and giving opinion after reading the movie review 'the King's Speech'	Students achieved the objectives set. However, most students could not follow the listening track because it contains the new unknown vocabulary and the track is too long.	Added the pre-listening exercise introducing on the vocabulary in the track to students.
12	Useful expressions about asking and giving opinion	Students will be able to understand the useful expressions about asking and giving opinion	Identify the useful expression about asking and giving opinion after watching the movie 'the King's Speech'	Students achieved the objectives set. However, There was not enough time for the students to complete the task during the class time.	The language task was assigned as homework.

Lesson plan no.	Lesson's content	Lesson's objective	Language task	Evaluation	Lesson Adjustment
13	Useful expressions about asking and giving opinion	Students will be able to understand the useful expressions about asking and giving opinion	Write a paragraph to review the movie 'the King's Speech' by using the useful expression about asking and giving opinion	Students achieved the objectives set. During the lesson, students were able to finish writing movie review in class.	No Change
14	Useful expressions about asking and giving opinion	Students will be able to understand the useful expressions about asking and giving opinion	Present the movie reviews to the whole class	Students achieved the objectives set. During the lesson, students were able to present their movie reviews to the whole class.	No Change

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The series of the strategies-based English language syllabus lesson plans were adjusted according to the experts' suggestions and teacher's log, and improved to make them appropriate with time and students' outcomes. Therefore, the lesson plans are valid, and effective into development of the students' learning outcomes.

4.2.2 The results of students' learning outcomes according to five domains of TQF after the implementation of strategies-based English language syllabus

The first research question posed in this study is "Does strategies-based English language syllabus improve students' learning outcomes according to the five domains of TQF?" The presentation of the findings of research question one is organized under five main types, namely, 1) ethical and moral development, 2) knowledge, 3) cognitive skills, 4) interpersonal skills and responsibilities, and 5) numerical analysis, communication and information technology.

A. Ethical and moral development domain
Ethical and moral development is the learning outcome that aims to check the students' habits of acting ethically and responsibly in personal and public life in ways that is consistent with high moral standards. The instruments that were used are (1) class attendance check and (2) assignment submission. The researcher observed and recorded the class attendance and assignment submission shown as follows:

Class attendance check
The class attendance is an instrument, aimed to check students' discipline, diligence, and responsibilities of how students show their habits of acting ethically and responsibility in their personal life. The criterion is based on the university standard which stated that students should attend the class at least 80 percent of the classes. The following table shows the frequency of class attendance.

Table 4.2 Class attendance

Number of students	Total class attendance (times)	Frequency of attending class	Percentage (%) of attendance	Interpretation
27	14	14	100%	Excellent discipline
1	14	13	92.85%	Excellent discipline
1	14	12	85.71%	Very good discipline
Total (29) N	14	13.89	99.21%	Excellent discipline

From the table 4.2 the result shows that 27 students attended the class on time in every class (14 times). One student attended 13, the other attended 12 times, when comparing with University standard of class attendance, which requires students to attend at least 80% of classes, all students pass the criterion because all attend more

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than 80% of classes. The average of class attendance of this group is 13.89 times or 99.21% (Excellent discipline) of the class time. This can be assumed that all students have achieved learning outcome of "ethical and moral development" domain.

Assignment check

In the research, assignment submission check is also used to check students' responsibilities of how students show their habits of acting ethically and responsibility in their personal life. The table 4.3 shows the frequency of students submitted the assignment during the treatment. The criterion to show students' responsibility is that 80% of students have to submit 80% of their assignments on time.

Table 4.3 Assignment check

Number of students	Total assignments given	Frequency of submission on time	Percentage (%) of students who submit on time	Interpretation
27	3	3	100	Excellent discipline
1	3	1	33.33	Need to improve
1	3	1	33.33	Need to improve
Total (29)	3	2.86	95.33	Excellent discipline

According to the table 4.3 the result shows the number of students who submitted the assignments. The table illustrates that 27 students submitted all assignments on time whereas two students submitted only one assignment on time. The average of the assignment submission is 2.86 or 95.33% (Excellent discipline). When comparing with the criteria stated that 80% of students have to submit 80% of their assignments on time. From the result, it can be assumed that students have achieved learning outcome of 'ethical and moral development'.

From the table 4.2 and 4.3 both of the results show the students' responsibilities in attending the class and submitting the assignments. Therefore, it can be concluded that students completely achieved the learning outcome 'ethical and moral development' according to Thailand Qualification Framework for higher education.

B. Knowledge Domain

Knowledge domain consists of the specific facts, knowledge of concepts, principles and theories. The instrument used to measure students' outcomes in knowledge domain is achievement test (pre-post knowledge test). The achievement

test focused on knowledge domain was divided into two sections; namely listening and reading.

Pre/Post-test (Knowledge domain)
Table 4.4 The result of the comparison of pre/post-test (Knowledge domain)

English skills/abilities	Total score	Mean	SD	t	Sig. (2-tailed)
Pre test	21	8.06	2.20		
Post test	21	10.20	2.19	-5.15	.00

* The mean difference is significant at the .05 level

The above table shows that the result of students' achievement test in knowledge domain after being implemented by strategies-based English language syllabus was higher than that of before they were implemented. The mean score of pre-test is 8.06 and the mean score of posttest is 10.20. There was significantly different (t = -5.15, p < .05). It can be inferred that the students overall performance in knowledge domain improved after they were implemented by strategies-based English language syllabus.

Pre/Post listening test (Knowledge domain)
Table 4.5 The result of the comparison of pre/post listening test (Knowledge domain)

Listening skills	Total score	Mean	SD	t	Sig. (2-tailed)
Pre test	9	3.00	1.19		
Post test	9	3.89	1.14	-3.52	.00

* The mean difference is significant at the .05 level

The above table indicates that the students' listening ability in knowledge domain of post-implementing is higher than that of pre-implementing. The mean score of posttest is 3.89 and the mean score of pre-test is 3.00. This demonstrates that the students have developed their listening skill being implemented by strategies-based English language syllabus. When looking at the comparison of the pre-test and posttest, the results are statistically significant (t = -3.52, p < .05).

Pre/Post reading test (Knowledge domain)
Table 4.6 The result of the comparison of pre/post reading test (Knowledge domain)

Reading skills	Total score	Mean	SD	t	Sig. (2-tailed)
Pre test	12	5.06	1.38		
Post test	12	6.31	1.73	-3.87	.00

* The mean difference is significant at the .05 level

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The above table indicates that the students' reading ability in the knowledge domain post implementing is higher than that of pre-implementing. The mean score of posttest is 6.31 and the mean score of pre-test is 5.06. This demonstrates that the students have developed their reading skill after being implemented by strategies-based English language syllabus. When looking at the comparison of the pre-test and posttest, the results are statistically significant (t = -3.87, p < .05).

C. Cognitive skills domain

Cognitive skills domain consist of applying knowledge and understanding of concepts, principles, theories and procedures when asked to do so. They also consist of four skills of language: listening, speaking, reading and writing. The researcher asked students to do the language tasks and collected the data from students' achievement test.

The researcher has collected the data to evaluate cognitive skills. The research results are as follows;

Pre/Post-test (Cognitive skills domain)

Table 4.7 Pre and post-test in cognitive skills domain

English skills/abilities	Total score	Mean	SD	t	Sig. (2-tailed)
Pre test	27	9.55	3.51		
Post test	27	12.51	3.81	- 4.59	.00

* The mean difference is significant at the .05 level

The above table shows that the result of students' achievement test in cognitive skills after being implemented by strategies-based English language syllabus was higher than that before they were implemented. The mean score after being implemented was 12.51 and the mean before being implemented was 9.55. There is significantly different at (t = - 4.59, p < .05). It can be inferred that the students' overall performance in cognitive skills have improved after they were implemented by strategies-based English language syllabus.

For the comparison of four skills in English; listening, speaking, reading and writing in pre-test, the researcher has analyzed the result shown in Table 4.8 as follows:

Table 4.8 Descriptive analysis of pre-test and posttest in cognitive skills domain

Skills	N	Mean of pre-test	Means of posttest	Std. Deviation (pre-test)	Std. Deviation (posttest)
Listening	29	2.53	5.21	1.09	1.70
Speaking	29	4.17	5.86	0.96	0.91
Reading	29	4.22	5.21	1.90	1.70
Writing	29	3.48	5.20	0.73	1.04

The table 4.8 illustrates the descriptive analysis of pre-test and posttest in cognitive skills. The result shows that the means score of four skills were improved after implementing strategies-based English language syllabus. Besides, the table shows that students did the speaking skill the best ($\bar{x}$=5.86), then the listening and the reading ($\bar{x}$=5.21), and the writing skill ($\bar{x}$=5.20) respectively.

Pre/Post listening test (Cognitive skills domain)
Table 4.9 The result of comparison of pre/post listening test (Cognitive skills domain)

Listening skills	Total score	Mean	SD	t	Sig. (2-tailed)
Pre test	11	2.79	1.20		
Post test	11	4.17	1.71	- 4.17	.00

* The mean difference is significant at the .05 level

The above table indicates that the students' listening ability in cognitive skills after being implemented is higher than that of before being implemented. The mean score of posttest is 4.17 and the mean score of pre-test is 2.79. This demonstrates that the students have developed their reading skill after being implemented by strategies-based English language syllabus. When looking at the comparison of the pre-test and posttest, the results are statistically significant (t = -4.17, p < .05).

Pre/Post speaking test (Cognitive skills domain)
Table 4.10 The result of comparison of pre/post speaking test

Speaking skills	Total score	Mean	SD	T	Sig. (2-tailed)
Pre test	5	2.08	0.48		
Post test	5	2.93	0.45	-7.41	.00

* The mean difference is significant at the .05 level

The above table indicates that the students' speaking ability in cognitive skills post-implementing is higher than that of pre-implementing. The mean score of posttest is 2.93 and the mean score of pre-test is 2.08. This demonstrates that the students have developed their speaking skill after being implemented by strategies-based English language syllabus. When looking at the comparison of the pre-test and posttest, the results are statistically significant (t = -7.41, p < .05).

Pre/Post reading test (Cognitive skills domain)

Table 4.11 The result of comparison of pre/post reading test (Cognitive skills domain)

Reading skills	Total score	Mean	SD	T	Sig. (2-tailed)
Pre test	16	6.75	3.04		
Post test	16	8.34	2.79	-3.89	.00

* The mean difference is significant at the .05 level

The above table indicates that the students' reading ability in cognitive skills post-implementing is higher than that of pre-implementing. The mean score of posttest is 8.34 and the mean score of pre-test is 6.75. This demonstrates that the students have developed their reading skill after being implemented by strategies-based English language syllabus. When looking at the comparison of the pre-test and posttest, the results are statistically significant (t = -3.89, p < .05).

Pre/Post writing test (Cognitive skills domain)

Table 4.12 The result of comparison of pre/post writing test (Cognitive skills domain)

Writing skills	Total score	Mean	SD	T	Sig. (2-tailed)
Pre test	5	1.74	0.36		
Post test	5	2.60	0.52	-7.78	.00

* The mean difference is significant at the .05 level

The above table indicates that the students' writing ability in cognitive skills post-implementing is higher than that of pre-implementing. The mean score of posttest is 2.60 and the mean score of pre-test is 1.74. This demonstrates that the students have developed their writing skill after being implemented by strategies-based English language syllabus. When looking at the comparison of the pre-test and posttest, the results are statistically significant (t = -7.78, p < .05).

In conclusion, the results from students' performance in cognitive skills all show that students have achieved all four skills of English which are significantly different based on the t-test results. It demonstrates that students did improve and achieve the learning outcome of 'cognitive skills'.

D. Interpersonal skills and responsibility domain

Interpersonal skills and responsibilities domain are the working effectively in group, plan and take responsibility for their own. In this research, students were asked to complete both self-evaluation form and peer evaluation form after they finished the three language tasks. These instruments aimed to evaluate students' interpersonal skills and responsibilities when they were in a group. The passing criterion that has

been set in this study is students in the class show their interpersonal skills and responsibilities in self-evaluation and peer evaluation form more than 3.51.

Table 4.13 The result of self-evaluation

Statement	Language task 1 (5)	Language task 2 (5)	Language task 3 (5)	Mean (5)	SD	Interpretation
1. I participated in the group.	3.50	3.70	4.20	3.80	0.36	Very often
2. I listened to others in the group.	2.90	3.10	3.70	3.23	0.41	Very often
3. I helped and encouraged others in the group	4.00	4.30	4.00	4.10	0.17	Very often
4. I stayed on the task assigned	3.00	3.00	3.50	3.16	0.28	Very often
5. I worked well with other group members.	3.90	3.90	4.50	4.10	0.34	Very Often
6. I did not dominate the group discussion	3.20	3.00	3.40	3.20	0.20	Sometimes
Total	2.93	3.5	3.88	3.43	0.47	Very often

The table 4.13 illustrates the students' self-evaluation results from their language tasks. The overall mean score show that students sometimes showed their interpersonal skills and responsibilities in whole class is 3.43 (Very often). This demonstrates that even though students have not achieved the learning outcome of interpersonal skills and responsibilities according to the set criterion but the result showed their continuing improvement from language task 1 to language task 3.

However, the mean score also show that students often worked well with other group members when they were assigned to do the language task ($\bar{x}$ = 4.1, Very often) and they also helped and encourage their group members with the language task ($\bar{x}$ = 4.1, Very often).

The second part is the self-evaluating part which is open – ended questions. The researcher asked the students to evaluate themselves after they finished their task. The first self-evaluating question asked the students' satisfaction with their completed work. Most students said that they were satisfied with their work because they thought that their work was much better than before. For those who were unsatisfied with their work, they felt that their work was not good enough because there were a lot of mistakes.

Table 4.14 The result of peer evaluation

Statement	Language task 1 (5)	Language task 2 (5)	Language task 3 (5)	Mean (5)	SD	Interpretation
1. He/she participated in the group.	3.00	3.50	4.00	3.50	0.50	Very often
2. He/she listened to others in the group.	2.70	3.50	3.90	3.36	0.61	Sometimes
3. He/she helped and encouraged others in the group	3.50	3.50	4.00	3.66	0.28	Very often
4. He/she stayed on the task assigned	2.90	2.90	3.50	3.10	0.34	Sometimes
5. He/she worked well with other group members.	3.60	3.90	4.00	3.83	0.20	Very often
6. He/she did not dominate the group discussion	3.00	3.00	3.40	3.13	0.23	Sometimes
Total	**3.11**	**3.83**	**3.8**	**3.58**	**0.40**	**Very often**

The table 4.14 illustrates the students' peer evaluation results from their language tasks. The overall mean score results show that students sometimes showed their interpersonal skills and responsibilities in whole class is 3.58 (Very often). This demonstrates that students have achieved the learning outcome of interpersonal skills and responsibilities because they have passed the criterion. ($\bar{x}$ = 3.51)

However, the mean score also show that students often worked well with other group members when they were assigned to do the language task ($\bar{x}$ =3.83, Very often) and they also helped and encourage their group members with the language task ($\bar{x}$ =3.66, Very often).

E. Numerical analysis, communication and information technology domain

This domain deals with the ability to communicate effectively in oral form. The researcher decided to ask students to perform the oral presentations which students are able to plan and organize by them and after they finish the oral presentation, there were questions and answers section which is one of the communication skills. The table 4.15 shows the results of oral presentation and questioning and answering section.

Table 4.15 The results of the oral presentation

Types	Oral Presentation I (10 points)	Oral Presentation II (10 points)	Oral Presentation III (10 points)	Total
Mean Score	7.1	7.3	8.2	**7.5**
Percentage (%)	71%	73%	82%	**75%**
Interpretation	Good	Good	Excellent	**Good**

Percentage (%): 0 – 49% = Very Poor (0), 50 – 59% = Poor, 60 – 69% = Average, 70 – 79% = Good, 80 -100% = Excellent

The above table shows the result of speaking skill that students did during the implementation. The result shows that students did a great progress from 'good' level to 'excellent' level. However, the overall result shows that students' speaking ability is at 'good' level or 75 percent. The criterion for the oral presentation is that students would achieve this learning outcome and domain if they have the total percentage more than 50 percent. From the result, it can be concluded that students have achieved this domain.

4.2.3 The results and analysis of students learning strategies before and after being implemented by using strategies-based English language syllabus

The students were asked to complete a questionnaire about their learning strategies before and after being implemented by strategies-based English language syllabus. The questionnaires were used to investigate the students' learning strategies before and after the implementation.

The results from the questionnaire are described under the following heading: (1) Cognitive strategies, (2) Metacognitive strategies, and (3) Social strategies.

The results of the pre/post questionnaire dealing with learning strategies

1. Cognitive strategies

The following table shows the frequency of the application of cognitive strategy by the students. The results were gathered from the strategies-used questionnaire in the part of cognitive strategies. The results are as follows.

Table 4.16 The comparison of Language Learning Strategies used by students

Cognitive strategies	The comparison between pre and post questionnaire			
	Before training ($\bar{x}$)	Interpretation	After training ($\bar{x}$)	Interpretation
1. Practice naturalistically	3.02	Sometimes	3.21	Sometimes
2. Recognizing and using formulas and pattern	2.33	Rarely	2.83	Sometimes
3. Using resources for receiving and sending message	3.00	Sometimes	3.67	Very often
4. Getting ideas quickly	3.13	Sometimes	3.13	Sometimes
5. Taking notes	2.67	Sometimes	3.21	Sometimes
Total	**2.88**	**Sometimes**	**3.27**	**Sometimes**

Mean Level: 1.00 – 1.80 = never; 1.81 – 2.60 = rarely; 2.61 – 3.40 = sometimes; 3.41 – 4.20 = very often; 4.21 – 5.00 = always

The above table shows the result of cognitive strategies that students used before and after the implementation. The overall mean score shows that students have used cognitive strategies sometimes ($\bar{x}$ = 2.88, $\bar{x}$ = 3.27) both before and after the implementation. However, the mean score from the strategies "Recognizing and using formulas and pattern" was frequently used after the implementation from 2.33 (Rarely) to 2.83 (Sometimes). And the mean score from the strategies shows that the language learning strategies most frequently used by students is "Using resources for receiving and sending message" It increases from 3.00 (Sometimes) to 3.67 (Very often).

2. Metacognitive strategies

The following table shows the frequency of the application of metacognitive strategies by the students. The results were gathered from the strategies-used questionnaire in the part of metacognitive strategies. The results are as follows.

Table 4.17 The frequency of applying the metacognitive strategies

Metacognitive strategies	The comparison between pre and post questionnaire			
	Before training ($\bar{x}$)	Interpretation	After Training ($\bar{x}$)	Interpretation
1. Setting goal and objective	3.00	Sometimes	3.21	Sometimes
2. Planning for language task	2.98	Sometimes	3.50	Very often
3. Overviewing and linking with already known material	3.13	Sometimes	3.50	Very often
4. Self-evaluating	3.32	Sometimes	3.61	Very often
Total	**3.10**	**Sometimes**	**3.44**	**Very often**

Mean Level: 1.00 – 1.80 = never; 1.81 – 2.60 = rarely; 2.61 – 3.40 = sometimes; 3.41 – 4.20 = very often; 4.21 – 5.00 = always

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The above table shows the result of metacognitive strategies that students used before and after the implementation. The overall mean score shows that students have used metacognitive strategies 3.10 (sometimes) before the implementation but after the training students have used them 3.44 (very often) When focusing on each type, the frequency of language strategies "Planning for language task" and the strategies "Overviewing and linking with already known material" and the mean score from the strategies "Self-evaluating" was also higher after the implementation from 3.32 (Sometimes) to 3.61 (Very often).

3. Social strategies

The following table shows the frequency of the application of social strategy by the students. The results were gathered from the strategies-used questionnaire in the part of social strategies. The results are as follows.

Table 4.18 The frequency of applying the social strategies

Social strategies	The comparison between pre and post questionnaire			
	Before training ($\bar{x}$)	Interpretation	After Training ($\bar{x}$)	Interpretation
1. Asking questions	3.21	Sometimes	3.50	Very often
2. Co-operating with others	2.88	Sometimes	3.26	Sometimes
Total	3.01	Sometimes	3.37	Sometimes

Mean Level: 1.00 – 1.80 = never; 1.81 – 2.60 = rarely; 2.61 – 3.40 = sometimes; 3.41 – 4.20 = very often; 4.21 – 5.00 = always

The above table shows the result of social strategies that students used before and after the implementation. The overall mean score shows that students have used social strategies sometimes (3.01, 3.37) both before and after the implementation. However, the mean score from the strategies "Asking questions" was higher after the implementation from 3.21 (Sometimes) to 3.50 (Very often).

In conclusion, the results in this study show that this is the relationship between the increase in the use of learning strategies have relationship with the achievement of the students' learning outcomes according to Thailand Qualification Framework for Higher education.