ตัวอย่างที่ 2

จากคำถามวิจัยข้อที่ 1 **What are the frequencies, types, range, and patterns of language learning strategy use by Thai distance language learners?** ผู้วิจัยได้เขียนบทความภาษาอังกฤษเรื่อง **Language Learning Strategy Use for Distance Language Learning**

Abstract

This paper presents the results of a study on strategies necessary for distance language learning of a group of Thai distance English language learners at university level.

Data were gathered through a questionnaire survey in a large-scale study group (N=391) while questionnaires, think aloud protocols, interviews, and a proficiency test were used in an in-depth study group (N=51).

Results indicated that (1) the strategies necessary for distance language learning emerging from principal components factor analysis were relying on grammar and rules, practising, using various approaches to vocabulary learning/getting main ideas, self-management, seeking help, using resources, and affective control: (2) Thai distance language learners employed cognitive strategies with a relatively high rate of frequency, metacognitive strategies less frequently and with socio-affective strategies the least in evidence: (3) a wide range of cognitive and metacognitive strategies was employed but a limited range of socio-affective strategies was used: (4) a variety of patterns of strategy use was evidenced with learners using various combinations of cognitive, metacognitive and socio-affective strategies as means to interact with self-instructional materials. The paper proposed a tentative model of English language learning at a distance and strategies necessary for distance language learning.

Keywords: Language learning strategies, distance language learning

REFERENCE: (Vanijdee, A. (2003, July-December) Language learning strategy use for distance language learning. *Sukhothai Thammathirat Open University Journal, 16(2)*, 5-19.)