

## ตัวอย่างที่ 3

### จากคำถามวิจัยข้อที่ 3 ผู้วิจัยหยิบยกประเด็นเรื่อง **Patterns of Language Learning Strategy Use** มาเขียนบทความเรื่อง **Patterns of Cognitive, Metacognitive, and Socio-Affective Strategy Use in Distance Language Learning**

#### **Abstract**

This paper presents the results of a study on patterns of strategy use 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 indicate that (1) Thai distance language learners employ cognitive strategies with a relatively high rate of frequency, metacognitive strategies less frequently and with socio-affective strategies the least in evidence; (2) a wide range of cognitive and metacognitive strategies is employed but a limited range of socio-affective strategies is used; (3) a variety of patterns of strategy use is evidenced, with learners using various combinations of cognitive, metacognitive and socio-affective strategies as means to interact with self-instructional materials.

The significant results from log linear analysis suggest that (1) a person is likely to use high metacognitive strategies when their cognitive strategy use is high, independent of socio-affective strategy use, (2) a person is likely to use high socio-affective strategies when their cognitive strategy use is high, independent of metacognitive strategy use, (3) a person is likely to use high socio-affective strategies when their metacognitive strategy use is high, independent of cognitive strategy use.

**REFERENCE:** (Vanijdee, Alisa. Patterns of cognitive, metacognitive, and socio-affective strategy use in distance language learning. *Passa eJournal*. Retrieved September 16, 2003, from, [http://www.culi.chula.ac.th/eJournal\\_02/research\\_06htm](http://www.culi.chula.ac.th/eJournal_02/research_06htm).)