



รายงานวิจัยฉบับสมบูรณ์

ทัศนคติและภาพสะท้อนตนเองของผู้เรียนรายวิชาการเขียน 2 ผ่านแฟ้มสะสมงาน:

กรณีศึกษาประเทศเวียดนาม ฮองกง และไทย

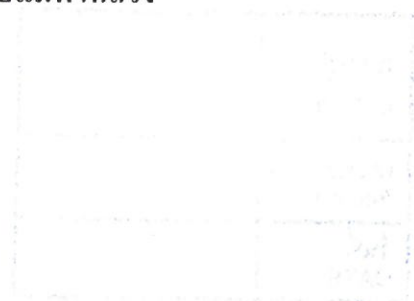
**Attitudes and self-reflection of learners in studying Writing II
through portfolio: A case study of Vietnam, Hong Kong, and Thailand**

โดย

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บทคัดย่อ

งานวิจัยนี้มีวัตถุประสงค์ 3 ประการ ประการแรก เพื่อวิเคราะห์ทัศนคติต่อการเรียนผ่านกระบวนการทำแฟ้มสะสมงาน ประการที่สองเพื่อระดับความคิดของผู้เรียน และประการที่สาม เพื่อบ่งชี้ความสัมพันธ์ระหว่างทัศนคติและระดับความคิดของผู้เรียน ใน 3 ประเทศ คือ ผู้เรียนในประเทศฮ่องกง ผู้เรียนในประเทศไทย และผู้เรียนในประเทศเวียดนาม งานวิจัยนี้ใช้แบบสอบถามจำนวน 30 ชุด ต่อ 1 ประเทศ เพื่อสอบถามผู้เรียนรายวิชาการเขียนภาษาอังกฤษ และการเขียนภาพสะท้อนตนเองในชั้นเรียน เหนือในการวิเคราะห์ระดับความคิดมี 5 ระดับ ได้แก่ ระดับที่ 1 ระลึกได้ ระดับที่ 2 ตอบสนอง ระดับที่ 3 เชื่อมโยง ระดับที่ 4 ให้เหตุผล และ ระดับที่ 5 สร้างสรรค์ งานวิจัยนี้ใช้การวิเคราะห์เนื้อหา การนับความถี่ ร้อยละ ค่าเบี่ยงเบนมาตรฐาน และค่าความสัมพันธ์ ผลการวิจัยพบว่า ในประเทศไทย และประเทศเวียดนาม ผู้เรียนมีทัศนคติที่ดีต่อการเรียน ทำแฟ้มสะสมงาน และการเขียนภาพสะท้อนตนเอง เพราะช่วยการเรียนรู้ด้วยตนเองได้มาก ส่วนระดับความคิดของผู้เรียนทั้ง 3 ประเทศ ไม่แตกต่างกันมากนัก ส่วนมากอยู่ในระดับ 3 ความสัมพันธ์ระหว่างทัศนคติและระดับความคิดมีน้อยในผู้เรียน ผลการวิจัยยังชี้ให้เห็นถึงความสำคัญของแฟ้มสะสมงานและการเขียนภาพสะท้อนตนเองในฐานะเครื่องมือวัดประเมินผลที่เป็นสากล

คำสำคัญ แฟ้มสะสมงาน ภาพสะท้อนตนเอง ฮ่องกง ไทย เวียดนาม

Abstract

The objectives of this study were; (1) to investigate the attitudes of the students towards learning English through the use of portfolio, (2) to identify the levels of thinking in reflections (3) to analyze the relationship between attitudes of composing portfolio and levels of thinking, in the students of Hong Kong, Thailand, and Vietnam. This study used 30 questionnaires and reflective writings in writing course of each country for data analysis. Levels of thinking as criteria used to measure levels of thinking in reflective writing in the study were classified into 5 levels: level 1--reporting, level 2--responding, level 3--relating, level 4--reasoning, and level 5--reconstructing. Content analysis together with frequency count, percentage, standard deviation, and correlation were conducted.

It was found that Thai and Vietnamese students, have shown positive attitude towards the use of reflective writing and portfolio. Levels of thinking found in Hong Kong, Thailand, and Vietnam students were not much different; they have reached level 3--relating level. The correlation between attitudes and levels of thinking was low. The study has shown the importance of reflective writing and portfolio to be parts of assessment to foster universal learning process.

Keywords Portfolio, Reflection, Hong Kong, Thai, Vietnam

กิตติกรรมประกาศ

งานวิจัยนี้สำเร็จได้ด้วยหลายภาคส่วน ผู้วิจัยขอขอบคุณนักศึกษาในประเทศฮ่องกง ประเทศไทย และประเทศเวียดนามที่ได้ช่วยเหลืองานวิจัยนี้สำเร็จได้ ผู้วิจัยขอขอบคุณ Hong Kong Polytechnics University ประเทศฮ่องกง และ มหาวิทยาลัย Nong Lam ประเทศเวียดนาม

ท้ายที่สุดขอขอบคุณมหาวิทยาลัยแม่ฟ้าหลวงที่ให้ทุนสนับสนุนการวิจัยชั้นนี้ จนสำเร็จลุล่วงไปได้ ด้วยดี

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บทสรุปผู้บริหาร

งานวิจัยนี้มีชื่อโครงการว่า “ทัศนคติและภาพสะท้อนตนเองของผู้เรียนรายวิชาการเขียน 2 ผ่านแฟ้มสะสมงาน: กรณีศึกษาประเทศเวียดนาม ฮองกง และไทย” ในการเลือกทำวิจัยกับ 3 ประเทศ มีเหตุผลดังนี้ ประการแรก งานวิจัยนี้ศึกษาภาพสะท้อนตนเองซึ่งผู้เรียนต้องใช้ทักษะการเขียนสูงมาก ดังนั้นรายวิชาที่เลือกมาศึกษาต้องเป็นรายวิชาเกี่ยวกับการเขียนที่เนื้อหาการเรียนของทั้ง 3 ประเทศต้องใกล้เคียงกันด้วย ซึ่งทั้ง 3 ประเทศมีรายวิชาการเขียน 2 เป็นวิชาบังคับที่มีรายละเอียดของรายวิชาใกล้เคียงกัน ประการที่สอง ความก้าวหน้าด้านการศึกษาของทั้ง 3 ประเทศ แตกต่างกัน ประเทศฮองกงเป็นประเทศที่เป็นอาณานิคมของประเทศอังกฤษมีการใช้ภาษาอังกฤษเป็นภาษาหลักในประเทศ ส่วนประเทศเวียดนาม และประเทศไทยไม่ได้ใช้ภาษาอังกฤษเป็นหลัก แต่ประเทศเวียดนามกำลังพัฒนาการศึกษาให้เข้มข้น ส่วนประเทศไทยจัดว่าการใช้ภาษาอังกฤษอยู่ในระดับกลาง

ทัศนคติในงานวิจัยนี้ หมายถึง ความรู้สึก ความเชื่อ และความคิดเห็นของผู้เรียน ส่วนภาพสะท้อนตนเอง หรือ reflection เป็นแนวคิดที่นำมาประยุกต์ใช้ให้ผู้เรียนรู้จักกระบวนการคิดเปรียบเทียบ เปรียบต่าง หาเหตุผล วิเคราะห์ข้อดีข้อเสียของตนเอง รวมถึงแก้ไขปัญหาที่เกิดขึ้นได้เอง ในประเทศไทยปัจจุบัน งานวิจัยเกี่ยวกับภาพสะท้อนตนเองเริ่มเป็นที่นิยม เพราะสามารถดึงความคิดเชิงวิพากษ์ของผู้เรียนได้อย่างชัดเจน ส่วนแฟ้มสะสมงานเป็นเครื่องมือที่ใช้เชื่อมระหว่างผู้เรียนและผู้สอน

งานวิจัยนี้มีวัตถุประสงค์ 3 ประการ ประการแรก เพื่อวิเคราะห์ทัศนคติต่อการเรียนผ่านกระบวนการทำแฟ้มสะสมงาน ประการที่สองเพื่อระบุระดับความคิดของผู้เรียน และประการที่สาม เพื่อบ่งชี้ความสัมพันธ์ระหว่างทัศนคติและระดับความคิดของผู้เรียน ใน 3 ประเทศ คือ ผู้เรียนในประเทศเวียดนาม ฮองกง และไทย งานวิจัยนี้ใช้แบบสอบถามจำนวน 30 ชุด ต่อ 1 ประเทศ ทั้งนี้ในครั้งแรกผู้วิจัยคาดว่าจะมีผู้ลงทะเบียนเรียนรายวิชาดังกล่าวจำนวนประเทศละ 60 คน แต่เนื่องจากประเทศฮองกงมีจำนวนผู้เรียน 30 คน จึงต้องปรับจำนวนกลุ่มตัวอย่างให้เท่ากันทั้ง 3 ประเทศ เพื่อความคงที่ของจำนวน

กลุ่มตัวอย่างที่ใช้ในการวิเคราะห์และเปรียบเทียบ

ผู้วิจัยสร้างแบบสอบถามเพื่อสอบถามผู้เรียนรายวิชาการเขียนภาษาอังกฤษ 2 และการเขียนภาพสะท้อนตนเองในชั้นเรียน เกณฑ์ในการวิเคราะห์ระดับความคิดมี 5 ระดับ ได้แก่ ระดับที่ 1 ระลึกได้ ระดับที่ 2 ตอบสนอง ระดับที่ 3 เชื่อมโยง ระดับที่ 4 ให้เหตุผล และ ระดับที่ 5 สร้างสรรค์ งานวิจัยนี้ใช้การวิเคราะห์เนื้อหา การนับความถี่ ร้อยละ ค่าเบี่ยงเบนมาตรฐาน และค่าความสัมพันธ์

การวิจัยนี้ได้รวบรวมแบบสอบถามจากประเทศเวียดนามและประเทศไทย ส่วนแบบสอบถามจากประเทศฮ่องกง นั้น นักวิจัยไม่ได้ส่งกลับมา เนื่องจากนักวิจัยฮ่องกงทำงานวิจัยคล้ายกับงานวิจัยนี้เช่น จึงแสดงเจตจำนงที่จะไม่ส่งข้อมูลดิบให้เพราะต้องการเก็บเป็นข้อมูลใช้ในงานวิจัยของตนเองเท่านั้น

ผลการวิจัยพบว่า ในประเทศไทย และประเทศเวียดนาม ผู้เรียนมีทัศนคติที่ดีต่อการเรียน ทำแฟ้มสะสมงาน และการเขียนภาพสะท้อนตนเอง เพราะช่วยการเรียนรู้ด้วยตนเองได้มาก ส่วนระดับความคิดของผู้เรียนทั้ง 3 ประเทศ ไม่แตกต่างกันมากนัก ส่วนมากอยู่ในระดับ 3 ความสัมพันธ์ระหว่างทัศนคติและระดับความคิดมีน้อยในผู้เรียน ผลการวิจัยยังชี้ให้เห็นถึงความสำคัญของแฟ้มสะสมงานและการเขียนภาพสะท้อนตนเองในฐานะเครื่องมือวัดประเมินผลที่เป็นสากล

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Chapter 1

Introduction

1.1 Rationale

Level of thinking skill will have been activated when ones are encountering with unfamiliar situations, uncertainties or critical questions in which the valid results are explanations, decisions, performances and products where background knowledge and experiences are assimilated to promote growth of higher level of thinking skills. To facilitate this intellectual growth appropriate teaching strategies and learning environments are vital keys of success as students are required to be equipped with own persistence, self-monitoring, open-minded and flexible attitudes.

Many educators and administrators have proposed several concepts relevant to the higher order of thinking which based on three assumptions about thinking and learning. Firstly, the level of thinking cannot be separated from the learning; they are interdependent, multiple components and levels. Secondly, thinking can be learned from both subject matter content with theoretical points and in real life community and school experiences. Lastly, a higher level of thinking skill involves thinking process applicable to complex situations having multiple variables.

According to Dewey (1933), thinking does not occur spontaneously but must be evoked by problems and questions or by some complexity, confusion or doubt. The data at hand cannot supply the solutions, they can only suggest it. Furthermore, it is this demand or the solution that steadies and guides the entire process of reflective thinking; the nature of problem fixes the end of thought, and the end controls the process of thinking. Dewey's conceptualization parallels current discussion and research about problem solving and metacognitive strategies and the importance of teaching students to think about their own process (Kauchak & Eggen, 1998). Students can learn when they can realize their own process of thinking leading to the interpretation of more complex situations. Piaget and Bruner proposed the similar concept that thinking process involves active learning, active inquiry and discovery, reasoning, intrinsic motivation in the linkage of previous information to the new learning context. One of the best description

of higher level of thinking and its value was narrated by Lewis & Smith (1993: 136) as follows:

Higher order thinking occurs when a person takes new information and information stored in memory and interrelates and/or rearranges and extends this information to achieve a purpose or find possible answers in perplexing situations. A variety of purposes can be achieved through higher order thinking deciding what to believe; deciding what to do; creating a new idea; a new object; or an artistic expression; making a prediction; and solving a non routine problem.

Thinking process is presently seen as the optimized learning outcome. One effective concept to promote thinking ability in the students is reflection through the use of various tools, e.g. portfolio, journal, diary, etc. Through reflective writing, it is a well-known practical way to make the students' feelings and thoughts explicit. Portfolio, among various tools, are preferred for many researchers in the field of studying English as a Second Language as a learning tool for developing reflection. Reflection through portfolio is for students to picture their insights through the teaching and learning process to create self problem-solving skill (Mansvelder-Longayroux, Beijaard, & Verloop, 2002). Also, the construction of portfolio requires complex thinking and creativity which can foster student learning and professional development (Barrett, 2001; Beck et al., 2005; Lynch & Purnawarman, 2004). High order of thinking skill is eventually promoted through portfolio and reflection.

A number of reflections through portfolio are studied efficaciously in the Western countries. However, not many have done on the levels of thinking ability in the students of Asian contexts who study English as a Foreign Language (EFL) (Boyd et al, 2006; Palard, 1999).

Besides, previous research on portfolio has shown that attitudes together with reflection are essential for high order of thinking skills. It is revealed that the attitudes found in portfolio are controversial; positive and negative.

On the one hand, many research have pointed out the positive attitude toward the use of portfolio process in an educational setting by showing that a learner's creativity and performance have undoubtedly been stimulated. Research of portfolio presenting positivity of the use of portfolio says that learners with portfolio assessment have shown very positive attitude and that the process can encourage creativity and better performance as well as an increased of motivation to learn (Cepni & Cil, 2009; Phoomaphooti, 2000). On the contrary, some results show negative attitudes as it was found that same learners regarded portfolio not important and not useful because the process of portfolio was not clearly informed (Imhof & Picard, 2009). Portfolio was also detected as a time-consuming process via collaborative processes e.g. set up the objective, one on one tutorial session, take time and patience.

Most of the research studied attitude through the use of portfolio and levels of thinking through reflection; however, the study of the relationship between attitudes and levels of thinking in reflections is still needed for further investigation. One example is of De Bruin (2010) who found that there is no relationship between motivation resulted from the questionnaires and levels of thinking. It was concluded that motivation for composing portfolio did not affect the levels of thinking in the students of Netherlands.

The study has inductive methods because it is in search of the relationship between attitudes and reflection during the process of portfolio. Portfolio is a tool to induce reflection upon the development of their thinking skills. Levels of reflection are also investigated to the extent that what levels of thinking the students can reach. The attitudes are surveyed with questionnaires, while levels of thinking are composed with reflective writing.

Asian EFL students are those who have not been widely attested (Peacock, 1998). Therefore, this study elicited 3 questions: (1) what are the attitudes of the students towards the use of portfolio, (2) what are the levels of thinking occur in reflective writing, and (3) what is the relationship between attitudes of learning English and the composing the portfolio and levels of thinking in Asian EFL students.

Asian students of Hong Kong, Thailand and Vietnam were selected as the subjects of the study. Among these 3 communities, we are very different in many aspects. Hong Kong is more advanced, while the other two are competitive. Moreover, Vietnam and Thailand are under the process of educational reform; thinking skill to be promoted in the students is the main concern. We expect the results to imply the result of that reformation.

Writing 2 (WR2) is the core courses for this study as writing is the explicit way to elaborate their feelings and thoughts. Though Hong Kong course is Academic English, the main content and learning process are agreed to be similar among the 3 countries. Writing 2 is a core and required course of English major students. The students are requested to write papers and discuss with the instructors. So, the course needs the students to improve their writing skill with thinking skill. Thinking skill will be derived from discussion. Moreover, as the students are asked to write reflective writing to draw thinking skill; so, they can practice writing in parallel with thinking skill.

The key content of the course is the focus of the development of writing skill; the progressive step will be deliberately evaluated along the way of the process of teaching and learning. As the 3-context courses differ in the capability and maturity of their students and in material, reflective writing is demonstrated to be applicable in different educational contexts.

1.2 Objectives

1.2.1 To investigate the attitudes of the students towards learning English through the use of portfolio in the students of Hong Kong, Thailand, and Vietnam

1.2.2 To identify the levels of thinking in reflections in the students of Hong Kong, Thailand, and Vietnam

1.2.3 To analyze the relationship between attitudes of composing portfolio and levels of thinking in the students of Hong Kong, Thailand, and Vietnam

1.3 Benefits

The results are to identify the importance of authentic assessment that it can be a part of classroom assessment. Portfolio and reflective writing are also worth to draw interaction between learners and instructors. The role of instructors is concretely recommended to be changed to facilitator and learners must be the center of learning process.

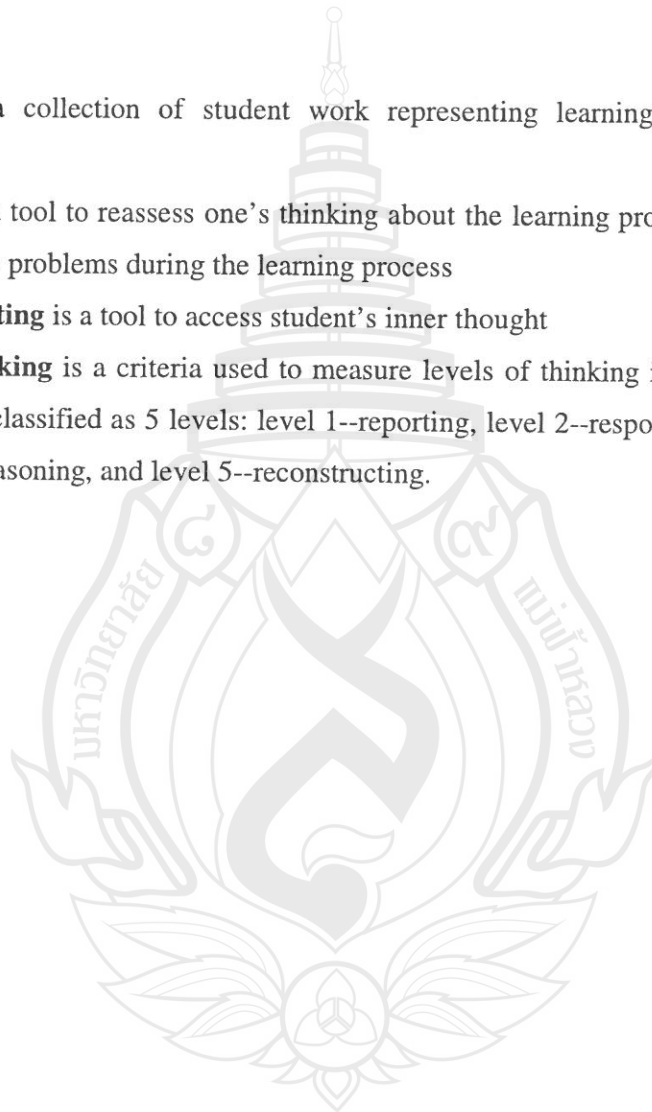
1.4 Definitions

Portfolio is a collection of student work representing learning effort and achievement

Reflection is a tool to reassess one's thinking about the learning process, which allows one to untangle problems during the learning process

Reflective writing is a tool to access student's inner thought

Levels of thinking is a criteria used to measure levels of thinking in reflective writing. They can be classified as 5 levels: level 1--reporting, level 2--responding, level 3--relating, level 4--reasoning, and level 5--reconstructing.



Chapter 2

Literature reviews

2.1 Definition of portfolio

Many researchers have given different definitions for portfolio which can be classified into two aspects. One has been defined as a collection of students' works and the other one is as a tool of motivation for greater success. According to Hamps-Lyons (2003), they considered portfolio as a collection of students' work compiled during a certain period of time. As supported by the view of McMillan (2004), portfolio is as a purposeful, systematic process of collecting and evaluating students products to document process toward the attainment of learning target or show the evidence that learning target has been achieved. However, portfolio has been viewed not only the purposeful collection of student's work but it needs to present the student effort, progress, achievement and self-reflection in one or more area. Although all kinds of portfolio share three main core elements: collection, selection and reflection (Hamps-Lyons, 2003; Cepni & Cil, 2009). Then, it was pointed out that the purpose of the assessment portfolio is not only to collect, select and reflect; it must also involve criteria and means to evaluate the work presented and translate these criteria into the scores and/or grades adapted by the institution where such assessment is used (Hamps-Lyons, 2003; Taylor, 2003). In addition, the progress of students and their achievements are the core value of using portfolio as an effective tool of assessments. The portfolio is an useful assessment tool in higher education to students' development as portfolio consists of materials which shows students' progress, the degree of assimilation of the content and the ability to develop certian competencies previously assigned by teacher.

2.2 Purposes of portfolio

Portfolios can be viewed as having two purposes: a collection of student work representing learning effort and achievement (Genesee & Upshur, 1996; Purves & Quattrini, 1996; Davies & LeMahieu, 2003), and a tool to encourage students to reflect upon their development (Mansvelder-Longayroux, Beijaard, & Verloop, 2007). On one hand, Hamp-Lyons (2003) viewed portfolios as a collection of a student's work compiled during a certain period of time. This idea was supported by McMillan (2004), who stated that the portfolio process is a purposeful, systematic process of collecting and

evaluating student products or evidences that the learning targets have been attained. On the other hand, portfolios are also considered to present the student effort, progress, achievement and self-reflection in one or more area (Paulson, Paulson & Meyer, 1991). It was recently pointed out that the purposes of the portfolio are not only to collect, select and reflect; it involves criteria and means to evaluate the work presented and then translates the criteria into the scores and/or grades adapted by the institution where such an assessment is used (Hamp-Lyons, 2003; Taylor, 2003).

2.3 Benefits of portfolio

There has been an effort to shift from traditional classroom assessment to alternative approaches because traditional assessment could be perceived to have negative impact on teaching and learning process (Klenowsky, 2002). The evaluation of traditional means has caused many arguments. It is totally teacher-centered without student's involvement in assessment process therefore feedback from teacher is rare. Additionally, traditional means focus solely on result regardless the improvement, effort and achievement therefore individual differences have been inevitable neglected. On the contrary, portfolio assessment will involve student in every step of teaching and learning ranging from planning till evaluation resulting in strong binding among learning, assessment and instruction. Subsequently, portfolio is apt to deliver self assessment of learner so that they can know the area of improvement and efforts to achieve learning objectives as defined by Bandura's theory in term of metacognition. Portfolio is an evidence of learning (Davies & LeMahieu, 2003). As stated above, format of portfolio can vary depending on learners' preference such as solid file, box or e-portfolio which can be accessible by those involved in the process. Improve teaching and learning: teacher and learners are learning together on the same process resulting in life-long learner (Davies & LeMahieu, 2003; Mansvelder-Longayroux, Beijaard & Verloop, 2007). That is, students get involved since the first step, planning, then selecting learning material till self-reflection and evaluation process. Portfolio process can reduce anxiety of students and lessen teacher's burden in grading as a result of peer-supported growth. Also, the process tends to increase motivation (Davies & LeMahieu, 2003) because positivity of work will be focused to encourage growth of learning outcome overtime.

Also, the construction of portfolio requires complex thinking and creativity which can foster student learning and professional development according to Lynch & Purnawarman, 2004) and by enhancing the students' reflections of their own learning and teaching (Barrett 2001; Beck, et al., 2005). Purves & Quattrini (1996) reconfirm the aspect of the benefit of its construction by stating that portfolio construction encourages students to think more deeply about their teaching and to become more conscious of the theories and assumption that guides their teaching practices. Moreover, Barrett (2001) still points out the same respect as portfolio engages students in reflection and evaluation of their thoughts.

2.4 Limitation of portfolio

Though portfolio is considered a better tool for student learning, the awareness of drawbacks of the use of portfolio should be taken into consideration. The greatest concern is time consuming. A lot of time is needed for both designing the portfolio and preparing rubrics for scoring. Teacher trainers as inter-rater, learner training for self-evaluation, preparation for one to one conference to ensure proper implementation are needed. (McMillan, 2004). From this point of view, portfolio assessment requires time, expertise and commitment. In addition, the notion of "fairness" has been discussed too. Purves & Quattrini, (1996) raised the point that each portfolio entry reveal a different aspect of the students' knowledge and ability leading to inconsistency/unfairness in grading, thus making inter-rater reliability very difficult to obtain. (McMillan, 2004). The evaluation rubrics are unable to be set up to match all types of students' portfolio task as tasks vary greatly.

2.5 Process of portfolio

2.5.1 Portfolio component

As always, portfolio construction involves many stakeholders; learners, instructors, administrators, peers, parents, community members (Davies & LeMahieu, 2003). However, in this project as well as previous ones (Callahan, 1995; Song & August, 2002), learners and instructors have been the center of research because portfolio is concerned with attitudes and reflection of learners.

2.5.2 Portfolio construction

The primary core value of the portfolio process is in its students' achievement evaluation through the continuous record of development of students' works which are viewed regularly by teachers and can be shared with others. Then, student's collection of work needs to be carefully selected to reflect their real performance. A file folder, box or any durable and expandable container can serve as portfolio. In consideration of the portfolio process, Escobar (2001) and Gibbs' (2003) suggests steps to help students create and maintain their portfolio to engage them at all stages of teaching and learning process:

- Select tasks responding to main learning objective
- Work with students to define clear evaluation criteria
- Create self-evaluation pattern for students to perform
- Ask students to choose tasks and reflect their learning on reflective paper
- Get involved the students at the evaluation process
- Allow one on one tutorial session

In portfolio, students should be advised to include whatever they think or believed very important for their learning process such as the representatives of their samples of their tasks like essays or compositions, pieces of news or worksheet, drafts of assignment with edited versions, completed individual or group work, articles or news from magazines or newspaper which convey special meanings to their learning process. But above all, reflection on whatever they strongly believed essential for them as learners. Bintz & Harste (1991) explains that personal reflection required in portfolio evaluation increases students' understanding of the processes and products of learning. Reflection can be referred to the systematic process of self development via self evaluation and self actualization and portfolio functioning as an agent. Many experts (Hattons & Smith, 1995; Moon, 2002) define reflection as a mental action during which the individual distances oneself from the event to view them more objectively. As a result, students can learn what they can do very well and what needs improvement from their own learning. One key function of reflection is that it can generate initiative questions which aid more effective self assessment leading to future learning planning and goal setting whereas the traditional assessment process fail to perform. As Imhof & Picard (2009) emphasize the same manner of reflection that it enables learners to

examine where they have been, where they are now, how they got there and where they need to go next. Reflection is a way of thinking about experience. (Manvelder-Longayroux, Beijaard & Verloop, 2007)

2.6 Concept of reflection

The concept of reflection has been described in various perspectives to be a concept, an activity, and a tool.

Reflection was first defined by Dewey (1933) as the purposeful thinking about reaching a goal that reveals one's internal problem solving activity. Reflection was later defined by many researchers as a tool to reassess one's thinking about the learning process, which allows one to untangle problems during the learning process (Boud, Keogh & Walker, 1985; Boud & Walker, 1985; Mezirow, 1990; Pennington, 1992). Reflection can also be considered "an important activity in the processing phrase of learning during which people recapture their experience, think about it, mull it over, and evaluate it" (Boyd, Keogh & Walker, 1985).

From the definitions given above, reflection is widely accepted as a tool to promote thinking about the learning process before, during, and after doing the task. Biggs & Tang (2007) and Zimmerman (2000) have characterized 3 types of reflections according to the 3 stages of the learning process: reflection for action, reflection in action, and reflection on action. *Reflection for action* means thinking about learning goals and evaluating one's own thinking and strategies before doing a task. For example, students think about the belief in their ability to solve a task before they perform actions. *Reflection in action* means monitoring and changing actions as new information is received. For example, students think about modifying methods of skill implementation, such as memorizing synonyms for better writing. *Reflection on action* refers to making sense of the past experience for future thinking or action. For example, students think about the positive outcomes of their action to motivate them to continue to learn in the future.

Reflections occur throughout the learning process, leading students to think about their objectives, plans, analysis, self-evaluation, and problem solving (Brockbank

& McGrill, 1998; Flavell, 1979; Granville & Dison, 2005). It is believed that if the students reassess their learning processes as they learn, they are likely to learn more effectively (Yang, 2010) because such reflection provides the students an opportunity to revisit a previous action and correct it before proceeding to the next step.

As stated by Zimmerman (2000), reflective thinking is a way to promote metacognition. One example of using reflection as a tool is reflective writing assignments, e.g., “What have you done?”; “What is the most important part?”; “Discuss your weakness and strength,” and so forth. These prompts allow students to evaluate and analyze their learning progress, as well as incorporate their newly acquired experience with previous ones. The set of reflective questions effectively enables learners to revisit what they have studied by forcing them to recall the objects, events, or information that they have encountered. Additionally, learners are capable of metacognition, or thinking back about how to achieve their study goals.

2.7 Attitudes towards the use of portfolio

Research of portfolio presenting positivity of the use of portfolio says that learners with portfolio assessment have shown very positive attitude that the process can encourage creativity and better performance as well as the increase of motivation to learn (Cepni & Cil, 2009). According to Poomaphooti (2000), the results showed that the overall attitude toward portfolio process is in the high level meaning that learners are very happy with this new assessment. The most preferred aspects of portfolio are the construction process and the identification of area of self improvement.

On the contrary, some results also show negative attitude. It was found that learners regarded portfolio not important and not useful because the process of portfolio was not clearly informed (Imhof & Picard, 2009). Some stated that portfolio is time-consuming process (De Rijdt, Tiquet, Dochy, & Devolder, 2006) such as both the students and teachers have to set up and complete one to one tutorial sessions during the semester.

2.8 Levels of thinking from reflection

Levels of thinking measured in the study of reflection varied according to the theoretical background and the format used. The present study classified the research results of levels of thinking through reflection in 3 different aspects: levels of thinking in reflection as a tool for teacher development, levels of thinking in different format, and levels of thinking in reflection derived through simulation.

2.8.1 Levels of thinking in reflection as a tool for teaching development

Many researchers have explained reflection as a part of ESL/ EFL teacher education (Farrell, 1999; Griffiths, 2000; Henderson, 1996; Jay & Johnson, 2002). Henderson (1996) states that "If you, as a teacher, are not thoughtful about your professional work, how do you expect your students to be thoughtful about their learning?". Farrell (1999) has conducted group discussions as a way to foster reflective thinking in Korean EFL teachers. It was found that teachers engage in critical thinking reluctantly but that this kind of thinking can be sustained if they have practiced it more. Mansvelder-Longayroux, Beijaard, & Verloop (2007) discussed the concept of reflection as an important consideration in training teachers based on 6 crucial learning activities: recollection, evaluation, analysis, critical processing, diagnosis, and reflection. The occurrences of critical processing activity are minimal. However, teachers will eventually gain insight into their own pedagogical thought processes

2.8.2 Levels of thinking in reflection in different formats

A variety of reflection formats, such as reflective writing and writing in a diary, learning log, or journal, are usually deployed in normal classes to determine which format is the most effective in promoting critical thinking. Chirema (2007) conducted a study that used reflective journals to promote critical thinking in nursing students. From the analysis of the reflective journals, Chirema (2007) found that the students were divided into 3 categories: non-reflector (students unable to reflect on their thoughts), reflector (students able to reflect on their thoughts but unable to evaluate or solve problems), and critical reflector (students able to critically reflect on their thoughts). Most of the students were reflectors of one kind. In addition, the students' attitudes showed that the reflective journal was beneficial for their learning awareness and knowledge application. Similar findings were reported by Palard (1999), who tested

different formats of reflective writing, including completing self-reports, writing in a diary, and completing learning questionnaires about the students' thought processes. Different critical thinking levels were determined on a scale from 1 to 7 in order to assess the students' thinking ability; level 1 represented the lowest level of students' thinking ability, while level 7 represented the highest level. Students expressed morality or even ethical behavior in their writing. The study found that the average level of thinking promoted by reflective writing was 3. The format of the reflective writing exercise was also found to affect the level of thinking. Recently, Yang (2010) tested 2 types of reflective journals online: self-correction and peer-review. The results showed that reflective journals were an effective tool promoting reflection and that provide knowledge of the reflection process (Bourner, 2003; Wood & Lynch, 1998). Monitoring, evaluating, and adjusting writing styles were all found to be carried out during the reflective journal process.

2.8.3 Levels of thinking in Reflection through simulation

The preceding findings indicated that reflection, mostly incorporated into normal teaching and learning environments, fails to foster higher cognitive levels such as critical thinking.

Researchers have tested a new method to make the reflection process more efficient, simulation, which helps promote thinking ability. At the present time, not much research has been conducted to test the efficacy of simulation; it does seem, however, to receive interest from educational researchers. Boyd et al. (2006) proposed simulation as an intervention in the field to determine whether reflection can promote in-depth thinking. Students were asked to imagine themselves as a banana farmer and were requested to improve the life of the farmer's family. Students were then asked to write reflective essays afterward. The results of the subsequent content analysis show that the subjects express in-depth thinking in the simulation, and similar results are found in Granville & Dison (2005). Moreover, according to the analysis of the reflective writing, the simulation highly motivated the students to study and to develop their thoughts. Therefore, researchers have considered simulation, namely, cross-class learning activities with a reflective writing component, to be an effective educational intervention that spurs in-depth learning.

2.9 Research of reflection related to portfolio

Portfolio concept involves learners to be active through self-reflection; the learners identify their strengths and weaknesses prior to improve their learning styles. This means that the concept has denied the Behaviorist model which treats learners as passive. But portfolio process has proved that passive learners can be converted to active learners via the process (Callahan, 1995; Mansvelder-Longayroux, Beijaard, & Verloop, 2007).

Research has focused on the reflection concept through learning activities which are recollection, evaluation, analysis, critical processing, diagnostic and reflection. Only the first 2 activities were obviously reflected via portfolio process. It means that learners can say what they have done but they have failed to reach up to the level of analysis for self-development (Mansvelder-Longayroux, Beijaard, & Verloop, 2007).

De Bruin (2010) has also investigated levels of reflection in making portfolio and motivation for composing portfolio and relationship between portfolio and reflection. The study tested with 156 Netherland students by using questionnaire to induce motivation and using reflective writing to count levels of reflection. It was shown that reflection can be found in the portfolio. However, a low level of reflection is higher than those of the deep levels and no relationship found between motivation and reflection.

2.10 Background of English study in Hong Kong, Thailand, and Vietnam

This study was conducted under the framework of 3 different contexts: Hong Kong, Thailand, and Vietnam, where English has become more strategic area of national development as it is in many ASEAN Countries. The importance of English among these 3 communities has drastically been increasing in compliance with the advancement of new technologies, especially the adoption of internet leading to the transitional period of international business communication, wider opportunity of education and the vast progress of science, inevitably, all of this ongoing situation demand higher proficiency in English.

The 3 countries under investigation are found to be similar and different in their policies, learning objectives, and current situation. To begin with, the 3 countries

concerned learners as the most important component with life-long learning must be encouraged. Hong Kong and Thailand focus on constructing independent learners with analytical and critical thinking skills. However, Vietnam concerns communicative skill to open the door of Vietnam to the world. In case of English position, English is the first foreign language in Thailand and Vietnam, while it is the official language used by Hong Kong government agents.

Regarding learning objectives, Hong Kong as its most advanced country uses English as the main business lingua franca, but in Thailand English has played a role in Education and Tourism (Methitham & Chamcharatsri, 2011). As Vietnam is an underdeveloped country, the objective of studying English is for communication as English provides opportunity to improve their study, work and living conditions.

The policy and learning objectives determine the English learning situation in the 3 countries resulting in role of teachers, duration of studying English, quality assurance, etc. The situation in Thailand is that the policy is initiated by those who have powered; local teachers may have played a passive role, never having been empowered to take charge of their teaching. Teachers have always been expected to follow a particular set of theoretical principles and classroom techniques which are conceptualized by Western theorists, not a local teachers; but they are considered as appropriate teaching methods (Kumaravadivelu, 2003), e.g. Audio-lingua in 1960, communicative language teaching in 1977 and communicative approach in 1996. Hong Kong and Vietnam are a bit different; they have teachers as facilitators who provide creative contexts for language learning (Hoang Van Van, 2008).

Thai starts studying English at the primary school level; earlier than those of Hong Kong and Vietnamese students studying English at the secondary school level, and year 1, respectively. An English session in Thailand and Vietnam are similar in that it lasts 1-2 hours per week. Hong Kong, on the contrary, has set up longer duration than those 2 countries, for 4-9 hours per week.

Hong Kong is much more concern about the quality of the teachers. Advisory Committee on Teacher Education and Qualification (ACTEQ) to set benchmark tests for

English teachers. The situation in Thailand is totally different; those who didn't graduate from English major can work as the English teachers with national training.

As English is a key language for every country to cope with this fast changing world. The policies, learning objectives, and current situation may vary upon the utmost outcome set by each country. Among the 3 countries, Hong Kong is likely to have better teaching English quality as a result of systematic quality assurance and professional recruitment process.



Chapter 3

Research methodology

From the objectives, the methodology is designed from theoretical background and steps are as follows:

3.1 Conceptual framework

Theory applicable for the research is Constructivism theory (Powell & Kalina, 2009) which states that learners have their own existing knowledge. The teacher therefore functions only as a facilitator to input new knowledge in planning portfolio and reflection with the students. Students can interpret input and are then able to construct their own thinking capability. Tools to develop constructive teaching are tasks and activities for students to work on and allowing students to create new knowledge by providing help in the form of well-prepared questioning and assessment including conversation, discussion or debating.

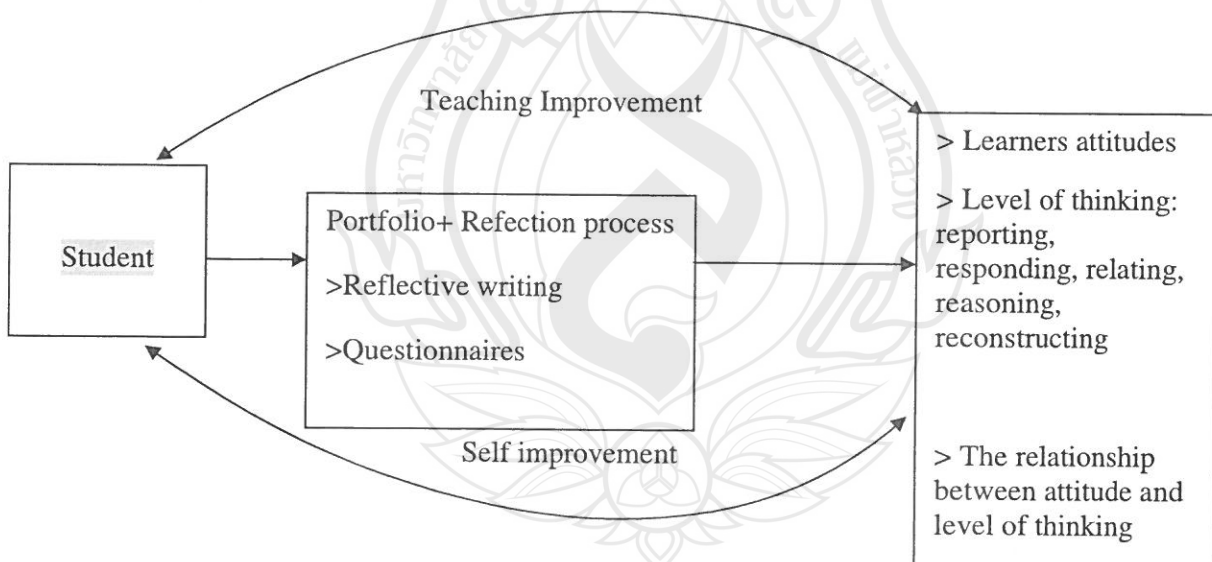


Figure 3-1 Conceptual framework

From the above conceptual framework (See Figure 3-1), the collaborative working between teachers and learners regarding portfolio process consisting of

reflective questions and small group discussion is mutually agreed to drive authentic assessment. The outcome of portfolio process in this study can reflect area of improvement of both teaching process and students' self improvement.

3.2 General information of the study

The objectives of the study are (1) to investigate the attitudes of the students towards learning English through the use of portfolio, (2) to identify the levels of thinking in reflections in the students, and (3) to analyze the relationship between attitudes of learning English and the composing the portfolio and levels of thinking in the students of Hong Kong, Thailand, and Vietnam. The settings of the study are as follows:

According to education in Hong Kong, we have found that the teachers are capable in turning theory into practice, while Thai and Vietnamese teachers ensue theoretical teaching English as foreign language principles. These many resulted in different English proficiency level in the students. In brief, Hong Kong is more advanced in many perspectives, while Thai and Vietnam are competitive. Moreover, the Education Reformation has maximized students' benefits resulting in change of learning and thinking process. The great impact to students can be viewed as learning performance, practice, level of thinking and even learning styles so the analysis among these three different learning contexts should be considered. Therefore, the countries selected for the study are Hong Kong, Thailand, and Vietnam.

The subjects used in the study are the 1st year students of Hong Kong Polytechnic University (Hong Kong), the 2nd year students of Mae Fah Luang University (Thailand), and of Nong Lam University (Vietnam). The students enrolled in Writing course of each country with similar course syllabus and study plan: Hong Kong course is Academic English, Writing 2 for Thailand, and Paragraph Writing for Vietnam. The courses are taught in the first semester of the academic year 2011. The semester of each country starts in the different period of time; Hong Kong semester starts in January to May, Thai semester starts in June to September, and Vietnam semester starts in August to November.

The subjects involved in the study are 30 students each country. Total populations are 150 students. As Hong Kong students who have enrolled the course are 30, so both Thai and Vietnamese students are also 30 to make equality for statistical analysis. All of them have to follow the process of making self-study plan and portfolio collaboratively set up with the teachers.

3.3 Research tools

Tools in this research are divided into 2 parts; quantitative and qualitative.

3.3.1 Quantitative tools

To investigate the attitudes of the students towards learning English through the use of portfolio, the questionnaires consisting of closed end questions and opened end questions are constructed from conceptual framework to measure students' attitudes for checking understanding of attitudes towards language learning, attitudes towards specific language objectives, attitudes towards self-study, portfolio components, teaching and learning process and advantages and disadvantages of portfolio. Questionnaire answer options consist of "strongly agree", "agree", "neutral", "disagree", and "strongly disagree" with rating point of 5, 4, 3, 2, and 1 respectively. All the three countries used the same set of questionnaire in Table 3-1. The questionnaire was adapted from that of Mansvelder-Longayroux, Beijaard & Verloop (2007). It has been validated for several times; so, it is universally reliable.

Table 3-1 Questionnaires used in the study

	1	2	3	4	5	Example (please give example relevant to your answers)
Component of Self-study Process						
1. I can tell the objectives of portfolio and reflective writing.						
2. I can plan and select tasks with teacher.						
3. I can discuss scoring process to teachers.						
4. I can evaluate my learning progress because I answer reflective questions.						
5. When I discuss with teachers, I can think about my learning problems and solutions carefully.						
6. I can feedback and comment my classmates in the seminar.						
Teaching and Learning through Self-study Process						
1. Teacher is not only teaching but helping.						
2. Teacher can help me develop my learning step by step.						
3. Portfolio and reflective writing can encourage me to participate in the class.						
4. Portfolio and reflective writing can change learning and teaching style.						
5. Portfolio and reflective writing can be used to evaluate my learning performance.						

6. Portfolio and reflective writing can tell me how to improve myself.						
7. Portfolio and reflective writing are important.						
Advantages and disadvantages of Self-study Process						
1. Portfolio and reflective writing change teaching and learning style.						
2. Portfolio and reflective writing show progressive steps.						
3. Portfolio and reflective writing can encourage me to evaluate myself.						
4. Portfolio and reflective writing help learning collaboration.						
5. Portfolio and reflective writing are time consuming.						
6. Portfolio and reflective writing grading is fair.						

The criteria to draw the meaning of the score calculated from the 5-scale-questionnaire is as follows:

4.21-5.00 means the highest

3.41-4.20 means high

2.61-3.40 means average

1.81-2.60 means low

0.00-1.81 means the lowest

All above ranges are calculated from Fisher's method.

3.3.2 Qualitative tool

To identify the levels of thinking in reflections, reflective guideline is to be conducted. The students of the 3 countries have to write paragraphs according to the guideline below:

Paragraph 1 Provide critical comments on what you have done to achieve your study plan (you can talk about the most important part of each assignment, and discuss if your learning objectives have been achieved, why or why not with reason to support).

Paragraph 2 Discuss your ideas if the self access work is necessary or not to your study you may think how can the study plan help you learn, please support your ideas with clear examples.

Paragraph 3 Discuss any gap between your self-study plan with normal in-class teaching and learning. You may talk about advantages and disadvantages of these two different methods and which method you prefer.

The students are asked to complete the reflective writing for 4 times: week 3, week 8, week 12, and week 13.

3.4 Data gathering and analysis

In data gathering and analysis, teachers and students made mutual agreement on self study construction, e.g. study plan objectives, format, tasks and evaluation criteria, together with the portfolio process. Then, the students have to complete the reflective writing according to the week set by the teachers. The questionnaires are to be completed by the students of each country. Then the calculation for “strongly agree (5)”, “agree (4)”, “neutral (3)”, “disagree (2)”, and “strongly disagree (1)” to be processed.

Next, the reflective writing of each country is gathered. We analyzed the content of the answers and deduced the categories in the students’ reflection through the reflective writings. The criteria (Bain et al, 1999) used to count the frequency of 5 levels of thinking are as follows:

Level 1 : Reporting - - reports or re-tells with no added observations or insights.

Level 2 : Responding - - used with little transformation or conceptualization. Student makes an observation or judgement - no reasons given, ‘rhetorical’

questions, but no alternatives. Student reports a feeling such as relief, anxiety, happiness, etc.

Level 3 : Relating - - data identified that have personal meaning or connect with experience. Student seeks a superficial understanding of relationships. Student identifies own strengths, improvements, mistakes or experiential learning. Superficial explanation for reason why something has happened. Identification of something they need or plan to do or change.

Level 4 : Reasoning - - integration into appropriate relationships theoretical concepts, personal experience, high level of transformation and conceptualization. Student seeks a deep understanding of why something has happened. Student explores or analyses a concept, event or experience, asks questions and looks for answers, considers alternatives, speculates or hypothesizes about why something is happening. Student attempts to explain own or others' behavior or feelings using own insight, inferences, experiences or previous learning, with some depth of understanding. Student explores the relationship between theory and practice in some depth.

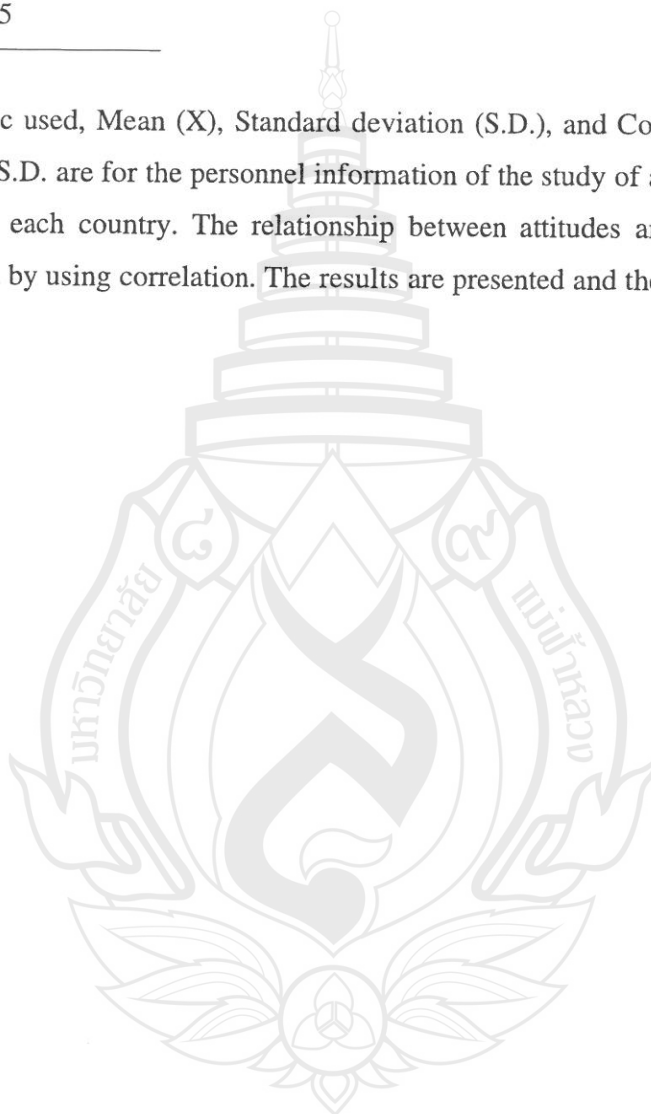
Level 5 : Reconstructing Student displays high level of abstract thinking to generalize and/or apply learning. Student draws an original conclusion from their reflections, generalizes from their experience, extracts general principles, formulates a personal theory of teaching or takes a position on an issue. Student extracts and internalizes the personal significance of their learning and/or plans their own further learning on the basis of their reflections.

The frequency of each level of thinking regarding students' reflection is counted in percentage. Besides, scores were set up for each range of frequency as shown in Table 3-2.

Table 3-2 Scores set for each range of frequency

Frequency	Scores
0-2	1
3-5	2
6-8	3
9-10	4
11 up	5

For the statistic used, Mean (X), Standard deviation (S.D.), and Correlation are implemented. X and S.D. are for the personnel information of the study of attitudes and level of reflection of each country. The relationship between attitudes and levels of thinking are measured by using correlation. The results are presented and the conclusion is made.



Chapter 4

Results

Three objectives are set up according to the research questions: to investigate the attitudes of the students towards learning English through the use of portfolio, to identify the levels of thinking in reflections, and to analyze the relationship between attitudes of learning English and the composing the portfolio and levels of thinking in the students of Hong Kong, Thailand, and Vietnam. The participants were 30 students each country. The results were shown below:

Hong Kong questionnaires haven't been sent to us as agreed, so we have to skip Hong Kong part in 4.1, 4.2, and 4.4.

4.1 Personnel information of Thai and Vietnamese students

Table 4-1 Personnel information of 30 Hong Kong students, of 30 Thai students and of 30 Vietnamese students

Personnel information		Hong Kong students		Thai students		Vietnamese students	
		Frequency	Percent (%)	Frequency	Percent (%)	Frequency	Percent (%)
Sex	Male	7	23.3	17	56.7	8	26.7
	Female	23	77.7	13	43.3	22	73.3
Age	19-21	30	100	30	100	30	100
Major	English	30	100	30	100	30	100
Year	1 st year	30	100	0	0	0	0
	2 nd year	0	0	0	0	22	73.3
	3 rd year	0	0	30	100	8	26.7
Duration	6-10 years	0	0	3	10	26	86.7
	11-15 years	0	0	13	43.3	4	13.3
	More than 15 years	30	100	14	46.7	0	0

The questionnaires and reflective writings of 30 students each country were

used; 56.7% Thai students were male, 43.3% were female; while 26.7% of Vietnamese students were male, and 73.3% were female. They were all in the age of 19-21 studying English major. All Thais were the 3rd year students. However, the students were mixed up for the Vietnamese, 73.3% were the 2nd year and 26.7% were the 3rd year. The majority of the Thai students, 90% have been studying English for more than 11 years with 86.7% of Vietnamese students studying English for 6-10 years.

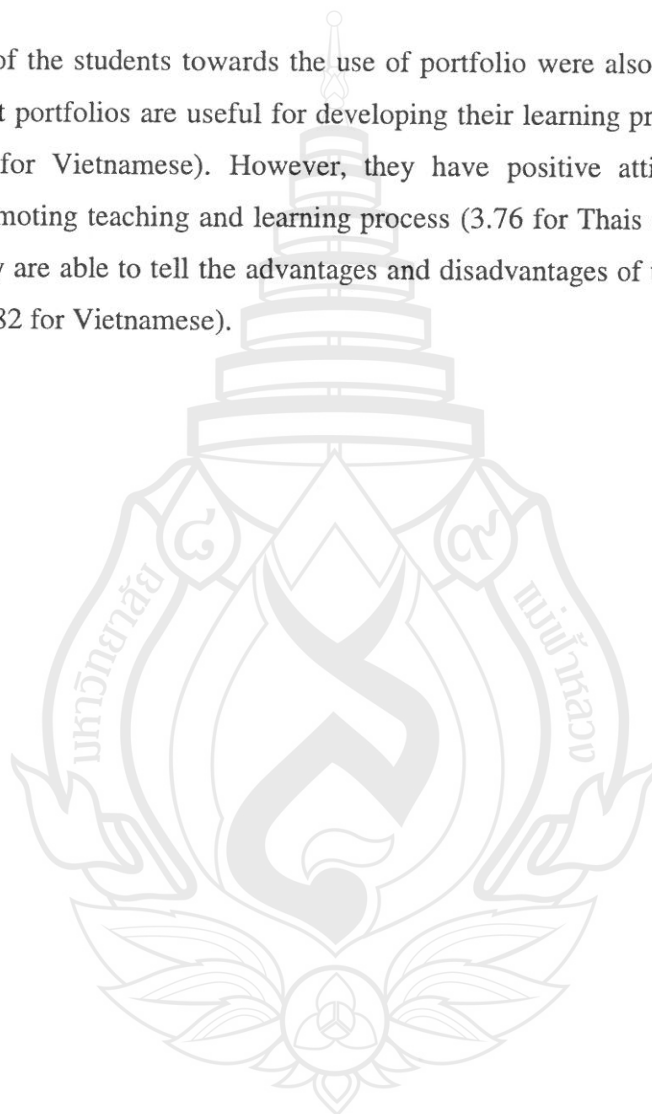
4.2 Investigating the attitudes of the students towards learning English through the use of portfolio in the students of Hong Kong, Thailand, and Vietnam

Table 4-2 Average attitude towards language study and portfolio in Hong Kong, Thailand, and Vietnamese students

		Hong Kong students		Thai students		Vietnamese students	
		X	S.D.	X	S.D.	X	S.D.
Attitudes towards language study	Language learning	3.31	0.29	3.22	0.28	3.11	0.38
	Specific language objectives	3.53	0.30	3.57	0.34	3.60	0.39
	Self-study	3.31	0.70	3.37	0.41	3.30	0.35
Attitudes towards portfolio		X	S.D.	X	S.D.	X	S.D.
	Portfolio components			3.69	0.40	3.49	0.44
	Teaching and learning process			3.76	0.53	4.05	0.49
	Advantage and disadvantage of portfolio			3.73	0.51	3.82	0.54

The attitudes towards language study of the 2 countries were similar. The students have neutral opinion on language learning (3.22 for Thais and 3.11 for Vietnamese), self-study (3.37 for Thais and 3.30 for Vietnamese), language learning objectives (3.37 and 3.30 for Thais and Vietnamese respectively) such as learning writing skills is about using as many complex words as possible, learning spoken English is about speaking with proper tone and intonation, etc.

The attitudes of the students towards the use of portfolio were also in a neutral level; they agreed that portfolios are useful for developing their learning progress (3.69 for Thais and 3.49 for Vietnamese). However, they have positive attitude in the portfolios to help promoting teaching and learning process (3.76 for Thais and 4.05 for Vietnamese), and they are able to tell the advantages and disadvantages of the portfolio (3.73 for Thais and 3.82 for Vietnamese).



4.3 Identifying the levels of thinking in reflections in the students of Hong Kong, Thailand, and Vietnam

Table 4-3 Levels of thinking appeared in each week in Hong Kong, Thai, and Vietnamese students

Week	Levels of thinking	Hong Kong students		Thai students		Vietnamese students	
		X	S.D.	X	S.D.	X	S.D.
1	1	1.17	0.46	1.47	0.63	1.17	0.38
	2	2.27	0.64	1.77	0.68	1.60	0.72
	3	1.03	0.18	1.20	0.55	1.10	0.31
	4	1.00	0.00	1.00	0.00	1.03	0.18
	5	0.00	0.00	0.00	0.00	0.00	0.00
	average	1.37	0.66	1.35	0.61	1.23	0.49
2	1	1.24	0.44	1.57	0.77	1.13	0.43
	2	2.41	0.95	1.73	0.91	1.40	0.56
	3	1.03	0.19	1.03	0.18	1.33	0.35
	4	1.00	0.00	1.00	0.00	1.10	0.31
	5	0.00	0.00	0.00	0.00	0.00	0.00
	average	1.42	0.78	1.33	0.68	1.19	0.44
3	1	1.13	0.43	1.47	0.63	1.13	0.35
	2	2.30	0.99	1.60	0.68	1.50	0.63
	3	1.00	0.00	1.00	0.00	1.03	0.18
	4	1.00	0.00	1.00	0.00	1.07	0.37
	5	0.00	0.00	0.00	0.00	0.00	0.00
	average	1.35	0.77	1.27	0.53	1.83	0.45
4	1	1.00	0.00	1.60	0.81	1.07	0.25
	2	1.07	0.37	1.70	0.79	1.50	0.57
	3	1.03	0.18	1.20	0.61	1.17	0.46
	4	1.00	0.00	1.10	0.55	1.03	0.18
	5	0.00	0.00	0.00	0.00	0.00	0.00
	average	1.03	0.20	1.40	0.74	1.19	0.44

Table 4-3 Levels of thinking appeared in each week in Hong Kong, Thai, and Vietnamese students (Con't)

Week	Levels of thinking	Hong Kong students		Thai students		Vietnamese students	
		X	S.D.	X	S.D.	X	S.D.
Total	1	1.13	0.39	1.53	0.71	1.12	0.36
	2	2.01	0.94	1.70	0.76	1.50	0.62
	3	1.02	0.15	1.11	0.43	1.11	0.34
	4	1.00	0.00	1.03	0.27	1.06	0.27
	5	0.00	0.00	0.00	0.00	0.00	0.00
	total	1.29	0.66	1.34	0.64	1.20	0.45

An analysis of the reflections in Hong Kong students, Thai students, and Vietnamese students of each week were identical. The second level of thinking (Level 2-responding) occurred most frequently. The total frequency for Hong Kong students was 2.01 for Hong Kong, 1.70 for Thais, 1.50 for Vietnamese. The next most level of thinking found among the 5 levels of thinking was the first level of thinking (Level 1-reporting); 1.13 for Hong Kong, 1.53 for Thais, and 1.12 for Vietnamese. There were only a small number of Level 3 (relating), Level 4 (reasoning) and Level 5 (reconstructing).

The results demonstrated that most students have been taught to learn by expressing their feelings towards the contents learned with no reason to support or without thinking about the alternative questions and answers, and reporting their past experiences of academic content or topics, activities with their classmates, classroom tasks, teaching style, or learning atmosphere.

Only some students were able to relate what they have learned with their background knowledge together with identifying their strength and weakness, and attempts to explore events or experience in-depth. No one can reach Level 5-reconstructing which displays abstract thinking to apply what they have learned with their real life, and extract or plan for their future learning.

As seen in Table 4-3, there are four weeks for the students to write reflective writing, the development of the students' thinking is also studied. It was found that, in each country, weeks haven't had any effects upon levels of thinking. This can be interpreted that the more students write reflective writings doesn't mean the higher of levels of thinking.

4.4 Analyzing the relationship between attitudes of learning English and the composing the portfolio and levels of thinking in the students of Hong Kong, Thailand, and Vietnam

To analyze the relationship, six aspects of attitudes were tested in the questionnaires: Attitudes towards language learning (Att.Learn), Attitude towards specific language objectives (Att.Obj.), Attitudes towards self-study (Att.SS), Attitudes towards portfolio components (Att.PC), Attitudes towards teaching and learning process (Att.TL), Attitudes towards advantage and disadvantage of portfolio (Att.AD), together with levels of thinking 1-5.

Table 4-4 The relationship between attitudes of learning English and the composing the portfolio, and levels of thinking in Thai students

Levels of thinking		Att.Learn	Att.Obj	Att.SS	Att.PC	Att.TL	Att.AD
1	r	-0.11	0.31	0.11	0.12	0.09	0.24
	Sig	0.44	0.02*	0.42	0.40	0.53	0.11
2	r	-0.11	-0.18	-0.14	-0.17	0.03	-0.11
	Sig	0.43	0.20	0.31	0.24	0.83	0.47
3	r	0.09	0.23	0.23	-0.03	0.35	0.30
	Sig	0.55	0.12	0.14	0.86	0.02*	0.05*
4	r	0.03	-0.17	-0.17	0.20	-0.03	0.35
	Sig	0.86	0.27	0.27	0.22	0.09	0.52
5	r	0.00	0.00	0.00	0.00	0.00	0.00
	Sig	-	-	-	-	-	-

r represents correlation

*represents significantly difference

Table 4-4 showed the relationship between attitudes and levels of thinking in Thai students. It was found that there is a positive significantly correlation between attitudes towards specific language objectives (Att.Obj.) and thinking Level 1 ($r=0.31$). In making portfolio, attitudes towards teaching and learning process (Att.TL) and attitudes towards advantages and disadvantages (Att.AD) are also found to have positive correlation with thinking level 3 ($r=0.35$ and 0.30 , respectively). The rest showed no correlation between attitudes and levels of thinking.

Table 4-5 The relationship between attitudes of learning English and the composing the portfolio, and levels of thinking in Vietnamese students

Levels of thinking		Att.Learn	Att.Obj	Att.SS	Att.PC	Att.TL	Att.AD
1	r	-0.24	-0.17	0.06	-0.18	-0.14	-0.23
	Sig	0.11	0.25	0.69	0.23	0.37	0.14
2	r	0.11	0.10	0.17	0.28	0.24	0.16
	Sig	0.43	0.49	0.23	0.06	0.09	0.27
3	r	-0.20	0.05	-0.22	-0.05	-0.12	-0.14
	Sig	0.19	0.75	0.15	0.76	0.42	0.39
4	r	0.03	0.20	-0.03	-0.23	-0.09	0.09
	Sig	0.86	0.19	0.83	0.14	0.58	0.60
5	r	0.00	0.00	0.00	0.00	0.00	0.00
	Sig	-	-	-	-	-	-

The results of Vietnamese students in Table 4-5, on the contrary, there is no significant correlation among attitudes towards learning English and portfolio process with levels of thinking.

The below information is examples of each level of thinking.

"I have a meeting with my teacher to discuss with her about my work. At the end, she asked me to evaluate my work. During the meeting, I gained more suggestion of how to improve my work and also know my grammatical mistakes especially articles and tenses"(reporting)

"Now, I can know that my writing style is too complex for reader to get my point. I failed to express the main idea on my writing task. I have used too many difficult words regardless the readers. As well, I have done a lot of grammatical mistakes" (responding)

"I have started with very simple conversation to cultivate more words until I gain more self-confidence for the higher level of complicate conversation. If I start with the very difficult level, I will have no motivation to learn. I will lose confidence since the beginning step. On the other hand, if I had not yet started practicing speaking and listening, I would have failed in the future for sure." (relating)

"I need more times to talk and discuss with my teacher so that she can facilitate me to organize my ideas and correct my grammatical mistakes. This is because , when we met last time, I felt like I was unable to express my key ideas. I am still doubtful and my problems are still with me. In my opinion, it was a very short time when I met her. Anyhow, I have to prepare more information and do more research of samples of writing to discuss with my teacher." (reasoning)

"I ask my friend to read my papers and correct my mistakes. After reviewing, they told me that my papers lack main ideas and the minor ideas do not support the main ideas resulted from not enough information. In my opinion, I do not think so because I have followed the outline which got approved from my advisor already. Somehow, the feedbacks from peers are still valued since I might need to reconsider my sentence structures, word selections or even idea organizations. All of these aspects have not yet been discussed with my teacher. Anyway, I want to say that peer review plays a vital role for me to revisit and reconsider my own writing competencies." (reconstructing)

Chapter 5

Discussion and conclusion

5.1 Conclusion

The objectives of this study were; 1) to investigate the attitudes of the students towards learning English through the use of portfolio in the students of Hong Kong, Thailand, and Vietnam, 2) to identify the levels of thinking in reflections in the students of Hong Kong, Thailand, and Vietnam, 3) to analyze the relationship between attitudes of composing portfolio and levels of thinking in the students of Hong Kong, Thailand, and Vietnam. This study used 30 questionnaires and reflective writings of each country for data analysis. In the study, reflective writings to analyze levels of thinking of the 3 countries were available, but the attitudes data through the questionnaires from Hong Kong were not presented due to no data sent from Hong Kong. Therefore, only the analysis of Thai and Vietnamese students were shown for the first and the third objectives. It is also rigid to make a comparison or contrast for the results of this study with the previous ones as only a few previous research found to correlate with the study.

Levels of thinking as criteria used to measure levels of thinking in reflective writing in the study were classified as 5 levels: level 1--reporting, level 2--responding, level 3--relating, level 4--reasoning, and level 5--reconstructing. Content analysis together with frequency count, percentage, standard deviation, and correlation were implemented.

It can be concluded that the 2 countries students, Thai and Vietnamese, have shown positive attitude towards the use of reflective writing and portfolio. Level of thinking found in Hong Kong, Thailand, and Vietnam students was not much different; they have reached up to level 3--relating level. There was less correlation between attitudes and levels of thinking in the students. However, the students can express their understanding in lessons and learning process after the course.

5.2 Discussion

In case of investigating the attitudes of the students towards The results of the students of the 2 learning English through the use of portfolio, the results of the students of the 2 countries, Thais and Vietnamese, are similar; they have shown positive attitudes towards six aspects of attitudes towards language learning and portfolio. These results

were in line with the previous research (Boud, Keogh & Walker, 1985; Cepni & Cil, 2009; Poomaphooti, 2000) in that the students have shown positive attitudes towards language learning and self study. They also have flexible opinions upon specific language objectives, portfolio components, teaching and learning process, advantage and disadvantage of portfolio in Thai students and Vietnamese students.

Previous research found in Boyd et al. (2006), Chirema (2007), De Bruin (2010), Mansvelder-Longayroux, Beijaard, & Verloop (2007), and Palard (1999) that students were able to reach up only in the low level of thinking. Levels of thinking found in the study were in level 2 out of 5, which was also in a low level of reflection. This reflects that the teaching and learning process and self study were not able to promote thinking ability in the Asian EFL students. Teaching process of the Asian countries tends to focus mainly on the contents of the study.

In search of the relationship between attitudes and levels of thinking, attitudes of Thai students were found to relate with thinking Level 1 and 3, but in Vietnamese students, no correlation found between attitudes and levels of thinking. The results were similar to those presented in De Bruin (2010) that a low level of reflection is higher than those of the deep levels and no relationship found between motivation and reflection. It can be further suggested that there are some unknown variables than attitudes to relate with levels of thinking, e.g. teaching and learning process, environment, etc.

The results support that reflective writing or reflection process should be a part of portfolio because it can foster student learning and professional development. Moreover, it can be a part of universal assessment as it was found effective among the 3 countries. This is in the line with Barrett (2001) Beck et al. (2005) Hamp-Lyons (2003) and Taylor (2003).

This study was conducted under the framework of 3 different context of Asia-Pacific Country; Hong Kong, Vietnam and Thailand. They were chosen because they represent the contrasting characteristics and features from developed to developing, ex-colonial to independent and cultural diversity. Challenge in improving the proficiency of English among these 3 communities is evidently seen from their educational policy

attempting to respond to the growing need of English where English is not a native language for the majority of people. Educational policy focusing on language study has been the key concern of their governments by having required that English be the compulsory subject for junior to high school students (age 11-12). The concerns of the impact of English as the medium of modern communication have been overwhelmed in both government and business sectors as they might lose economics advantages if English skills are not yet enhanced. In education and employment, high level of English proficiency is required to recruit the most qualified candidates for the professional development. With the importance of English as a world language and the changes that come with new challenge of advanced technologies and fast moving of business world, English teaching and learning are in the critical discussion among these regions.

5.3 Recommendations

Regarding research recommendation, Hong Kong information of attitudes of the students towards the use of portfolio should be studied. Moreover, case study of the countries in ASEAN should be conducted in EFL aspects to serve the community.

In case of application, assessment process of Hong Kong is extremely advanced. Student grading is mixed up between English subject and the student major. Collaboration among teachers across the fields is highly recommended to apply with Thailand.

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