

LEARNERS ATTITUDE AND SELF-REFLECTION FROM PORTFOLIO PROCESS IN ACADEMIC ENGLISH 1 COURSE

ทัศนคติของผู้เรียนและภาพสะท้อนการเรียนรู้ผ่านการใช้แฟ้ม สะสมงานวิชาภาษาอังกฤษวิชาการ¹

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บทคัดย่อ

การทำแฟ้มสะสมงานเป็นทางเลือกหนึ่งที่ใช้กระตุ้นความคิดของผู้เรียน งานวิจัยนี้ศึกษาทัศนคติที่มีต่อแฟ้มสะสมงานและภาพสะท้อนการเรียนรู้ผ่านการใช้แฟ้มสะสมงานของนักศึกษาวิชาเอกภาษาอังกฤษมหาวิทยาลัยแม่ฟ้าหลวงจำนวน 30 คน ในการเรียนวิชาภาษาอังกฤษวิชาการ 1 ภาคการศึกษาที่ 1 ปีการศึกษา 2553 ผู้วิจัยเก็บข้อมูลจากการให้นักศึกษาทำแฟ้มสะสมงานพร้อมทั้งเขียนสะท้อนภาพตนเองโดยให้นักศึกษาทำแบบสอบถามก่อนและหลังกระบวนการทำแฟ้มสะสมงาน ผู้วิจัยใช้กระบวนการสัมภาษณ์เป็นกลุ่ม (focus group) และใช้วิธีการทางสถิติวิเคราะห์ข้อมูล ผลการวิจัยพบว่านักศึกษามีทัศนคติต่อกระบวนการทำแฟ้มสะสมงานที่เปลี่ยนไปในทิศทางที่ดีขึ้น และจากการวิเคราะห์การเขียนสะท้อนภาพตนเองของผู้เรียน นักศึกษาบอกจุดแข็ง จุดอ่อนในการเรียนของตนเองได้อย่างมีประสิทธิภาพ พร้อมทั้งได้เสนอแนวทางแก้ไขพร้อมทั้งปรับปรุงแก้ไขจุดอ่อนของตนเอง ผ่านการแบ่งระดับความคิดในการสะท้อนภาพตนเองเป็น 4 ระดับ ได้แก่ ความคิดเชิงระลึกได้ (recollection) ความคิดเชิงประเมิน (evaluation) ความคิดเชิงวิเคราะห์ (analysis) และ ความคิดเชิงวิพากษ์ (critical thinking) นักศึกษาเรียนรู้การวางแผนจัดการเวลาและวางแผนการเรียนเพื่อบรรลุวัตถุประสงค์ที่ตั้งไว้ ผลการวิจัยแสดงให้เห็นว่ากระบวนการทำแฟ้มสะสมงานและการทำภาพสะท้อนการเรียนรู้ของผู้เรียนสามารถช่วยสร้างการเรียนรู้ด้วยตนเองได้อย่างดี

คำสำคัญ แฟ้มสะสมงาน การสะท้อนภาพตนเอง ระดับความคิด

Abstract

Portfolios were tested as one of alternative tools to stimulate student's reflection. Thirty English-major students studying a course titled, Academic English 1 at Mae Fah Luang University, Thailand was selected as the subjects. Two main objectives were attested: attitude towards the use of portfolio, and reflection. Pre-test and post-test questionnaires were implemented for student's attitudes. Self-reflective writing under six controlled questions through portfolio process together with statistical analysis was then combined. The findings revealed that portfolio has gained the positive attitude. The portfolio process and reflection encourages learners to effectively identify their own strengths and weaknesses of their language performance according to the 4 learning activities criteria: recollection, evaluation, analysis and critical thinking. Moreover, learners set up learning plans as learning competences to achieve their learning goals. The results indicate that the portfolio process successfully stimulates learners to formulate their own self-study.

Keywords *Portfolio, Reflection, Self-study*

1. Introduction

In the past, mid-terms and final exams have been used as the main assessments to evaluate student performance; these methods are classified as traditional assessments. These evaluations are widely implemented because they save time, e.g. the scores from the exam papers can be checked and graded quickly. Recently, academics have questioned these kinds of evaluations (Barrett. 2001; Klenowski. 2002; Phoomaphooti. 1999; Wongphai, 1998). Teachers perform the evaluation without student collaboration; it is teacher-centered rather than involving the students in the process of teaching and learning. The different types of student capability and learning development are never reflected through the use of traditional assessment.

Based on these weaknesses, there were some attempts in proposing new methods of evaluation (Genesee; & Upshur. 1996; Davies; & LeMahieu. 2003), which was later addressed as authentic assessment. This alternative evaluation method was found to have many advantages: teacher and student collaboration, step by step student assessment, and self-improvement.

Among these authentic assessment, portfolios are an alternative way being used to produce cooperative learning. Teachers and students are required to set up learning objectives, then the student selects the area of interest to study along with teachers guidance and evaluation at every step. Portfolio process is to be completed with self-reflection through reflective writing. Self-reflection is drawn from the students to promote their analytical and critical thinking skills through their strengths and weaknesses evaluation (Mansvelder-Longayroux; Beijaard; & Verloop. 2007). That is to say, the portfolio construction comprises of complex thinking and creativity which can foster student learning (Lynch; & Purnawarman. 2004) by reinforcing the student's reflections of their own learning (Barrett. 2001; Beck; Livne; & Bear. 2005).

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).

Many studies on portfolio assessment focused on student attitudes towards the use of this new method of assessment. Both positive and negative attitudes are found to be the core of the results. Regarding positive attitudes, many researchers have shown that portfolios activated learners' thinking skills and performances. The portfolio process induced learned knowledge along with learning competence, e.g. self-discipline and study planning. As the students were found to be happy to learn through portfolio process and self-reflection, this means their learning motivations have been increased (Çepni; & Çil. 2009; Phoomaphooti. 1999). Besides positive attitudes, research has found negative attitudes in conducting the portfolio process as some learners regarded portfolios as not useful because the process was not clearly explained (Imhof; & Picard. 2009). Many also indicated that the process was time consuming (De Rijdt; et al. 2006).

Portfolios with self-reflection provide educators with a more authentic assessment (Wongphai. 1998). The portfolio process stimulates more active learning style because learners identify their strengths and weaknesses prior to identifying the solution or further their areas of interest. However, the portfolio process has shown that passive learners can be promoted to active learners via the process (Callahan. 1995; Mansvelder-Longayroux; Beijaard; & Verloop. 2007).

Self-reflection can be manifested through four types (Mansvelder-Longayroux; Beijaard; & Verloop. 2007) : recollection, evaluation, analysis, and critical processing. Only the first two types were obviously reflected via the portfolio process. This means that learners showed the awareness of what they have done but that they also failed to reach up to analysis for self-development.

From the research findings stated above, it can be seen that many studies investigated solely on attitudes of learners towards the portfolio methods, but not many researchers have done much on self-reflection of the students. Therefore, learning competence which derived from the self-reflection hasn't been presented in those studies. Learning competence is important to students to be able to analyze their learning outcomes, criticize their strengths and weaknesses prior to finding proper solutions for the area of improvement resulting in independent learners.

This research aims to investigate students' attitudes and self-reflective writing towards the use of portfolio process in Academic English 1. The key content of the course is the focus of the development of 4 language skills; speaking, listening, reading and writing where the progressive step will be deliberately evaluated along the way of the process of teaching and learning.

2. Methodology

The objective of this study is to investigate attitudes and self-reflective writing as a tool to promote self-study. From the objective, the methodology is designed from a theoretical background and the steps are as follows:

2.1 Conceptual framework

The theory applicable to this research is the 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 an appropriate environment such as classroom

management, peer interaction, culture and classroom activities. Learners can interpret input and are then able to construct new knowledge. Tools to develop constructive teaching are tasks and activities for students to work on and allowing students to learn by providing help in the form of well-prepared questioning and assessment including conversation, discussion or debating.

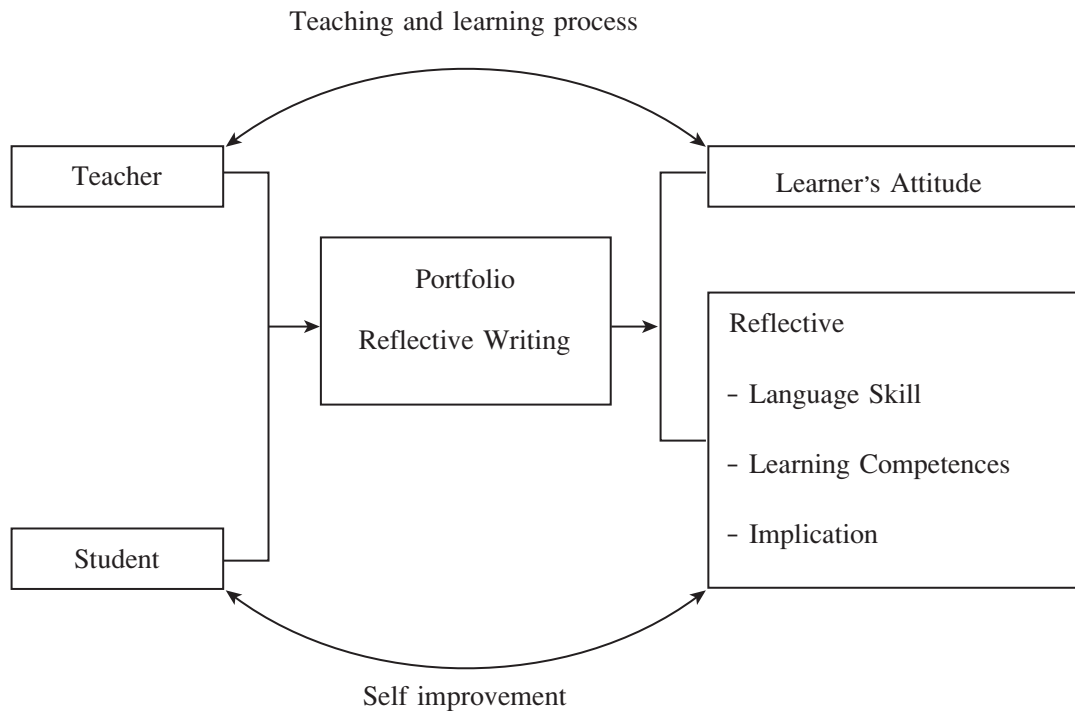


Figure 1 Conceptual framework

From the above conceptual framework (See Figure 1), teachers and students had made an agreement to employ portfolio process as a tool for self-improvement. Teacher in this research acted as a consultant to help students to formulate their own learning outcomes together with self-study plans which are important components of portfolio. Upon the agreement, portfolio process was discussed between both parties concerning its components, learning and teaching with portfolio, advantages and disadvantages for mutual understanding. In addition, reflective writing was utilized to draw out the inner thoughts of students. The expected outcomes of the process are both attitudes and self-reflective writing of the students that can be applicable to teaching and learning development and for students to relook into their own thinking resulting in self-improvement.

2.2 Participation

The sample consists of 30 students who enrolled in Academic English 1 in the academic year of 2010; a compulsory course, in the academic year of 2011 were selected as samples of this study. The learning objective of the course was to prepare students to get ready for new academic context where English is the medium of instruction for every subject. This course was designed to equip students with 4 useful language skills: listening, speaking, reading and writing. Students were required to practice all skills to pass this course. Moreover, learning in classroom was unable to provide adequate time and drill to all of them, and then they needed to pursue their own self-study which was under teacher's supervision. Therefore, portfolio process was an essential learning tool to ensure this course objective.

2.3 Research tools

Tools in this research were the quantitative tools portfolio process and qualitative tools.

Quantitative tools

To measure students' attitudes for checking understanding of portfolio components, teaching and learning process and advantages and disadvantages of portfolio, questionnaires were constructed from conceptual framework. Questionnaire answer options consisted of "agree", "disagree", and "undecided" with rating point of 1, 2, and 3 respectively. The questionnaire was rechecked for validity by 3 experts. Students were then asked to select each rating point. They were also asked to support those checking answers with a concrete case and/or sample. The cases of samples given by the students are categorized into themes. Later, frequencies of cases and/or samples were counted in form of percentage of occurrence to confirm a clearer understanding of individual categories and their attitudes toward the portfolio.

Portfolio process

The portfolio process was constructed as the medium of self-reflection analysis. The portfolio construction in this study comprised of selected tasks responding to main learning objectives. Teachers worked with students to define clear evaluation criteria, creating self-evaluation patterns

for students to perform, asking students to choose tasks and reflect on their learning on the reflective writing, involving the students at the evaluation process, and allowing one on one tutorial sessions.

Qualitative tools

Regarding the qualitative tools, six reflective writing questions were set up to draw each learning activity: recollection, evaluation, analysis, and critical thinking. The four learning activities were used to measure the student learning process, reflective questions and forms are conducted using the concept of Vermunt; & Verloop (1999). The questions in the reflective questions were as follow:

The following set of questions was based on assignments and performances for students to revisit their own learning capabilities, additionally, set of questions can draw the students inner thought of the students.

1. What makes this a good or an interesting part of this project?
2. What was the most difficult part of this project? Why?
3. What did you learn from doing this project? What skill did you proactive when doing this project?
4. How is this project different from of better than other projects in your portfolio?
5. What is the best part / the weakest part of this project? Why?
6. How would you make this project better?

Then, four learning activities derived from reflective writing are analyzed: recollection, evaluation, analysis and critical thinking using the following definitions:

Learning activities refer to thinking capability toward learning process. There are 4 learning activities in this study: recollection, evaluation, analysis, critical thinking.

Recollection refers to memory of self-experience/activities in the past and the ability to form future expectations and to predict developments. Memory refers to the ability to evaluate, analyze, critically process, diagnose and reflect on what happened in the past.

Evaluation refers to the ability to judge self-capacity by experiencing one's own feelings and understanding and to offer opinions about what makes a problem difficult without reasoning to support.

Analysis refers to the ability to provide reasons to support one's own opinion, to identify factors influencing one's own learning, and to examine differences and similarities between the same situations from one's own context.

Critical thinking refers to the comparison of one's own opinion with another's opinion or argument; the ability to formulate one's own idea and provide a solution for making a decision.

2.4 Analysis

The teachers and students made mutual agreement of portfolio construction regarding objectives, format, tasks, and evaluation criteria. Prior to the second week the students were asked to complete pre-test questionnaire of students' attitude. During teaching and learning process, tasks were collected and evaluated. Reflective writing will be attached to every task in portfolio. The teacher and students set up one to one tutorial session once a month for an interview. At the end of the course, post-test was implemented. After the post test questionnaire completion the analysis was as follows:

2.4.1 Regarding pre test and post test questionnaire, the calculation for "agree", "disagree", and "undecided" to be proceeded. Then, frequency of "case or/and sample to be counted and categorized.

2.4.2 Reflective writing of the students was analyzed by content analysis method into three groups. The first group was six language skills (word, reading, writing, grammar, listening, speaking) students wanted to improve most. The second group was learning competences (self-study, discipline, planning, time management), which students formulated to improve their learning style. The third group was implications (application and integration) where students indicated how to make use of the learned content into the other learning area. Learning activities using adapted criteria from Mansvelder-Longayroux; Beijaard; & Verloop (2007) were applied. The frequency of each learning activity regarding student reflection is determined to justify the occurrence. We count one complete meaning as one occurrence. After that, the percentages are counted.

2.4.3 The results are presented with tables and description.

3. Results

All thirty students of AE1 courses were willing to take part in this research; 80% are female and 20 % are male. They are 15-20 years old, 95% of them have been studying English for more than 11 years, while 83% of them had never been evaluated with portfolio. The definition of portfolio, since they were in high school, was the collection of work. A few of them referred to a tool of presenting learning progress.

3.1 Attitudes

Students' pre-start and post-end attitudes were measured to check the understanding of portfolio components (See Table 1), teaching and learning process (See Table 2), and advantages and disadvantages of portfolio (See Table 3). Students were then asked to support the answers with concrete case/ sample. Numbers of case/sample occurrences were counted in percentage for a clearer understanding of their attitudes.

Table 1

Pre-start and post-end survey of attitudes toward portfolio component, cases, and % of occurrence.

Attitudes	Response of students (% of occurrences)			
	Able to tell		Able to tell	
Item	Pre	Post	Pre	Post
Portfolio Components				
1.1. Objective	2.80	2.90	68.58	80.95
1.2 Teacher	2.40	2.85	43.33	100.00
1.3 Task	2.73	2.70	66.67	95.00
1.4 Scoring criteria	1.63	2.70	16.67	70.00
1.5 Reflective writing	2.13	2.90	53.33	100.00
1.6 Tutorial session	3.00	2.75	93.33	95.00
	2.42	2.76		

3.1.1 Attitudes toward portfolio components

Six components of portfolio are to be focused on (See Table 1); objective, teacher, task, scoring criteria, reflective writing, tutorial session. Overall the post-end results of each component are significantly higher than the pre-start scores. The prominent differences between the post-end and pre-start scores are teacher, scoring criteria and reflective writing. Statistical analysis shows that post-end differs from pre-start significantly ($p=.002$). Responses of students regarding the portfolio components have been reflected with examples to affirm the understanding of students. The students' responses in form of cases/samples are obviously shown that after they have finished the portfolio process, they are able to tell cases/samples of teacher, scoring criteria, reflective writing in a high

percentage of occurrences when comparing between post-end and pre-start; 43.33% to 100.00%, 16.67% to 70.00%, and 53.33% to 100.00%, respectively.

It was also found that the objectives of portfolio process has shifted from the collection of work to a tool to represent learning progress. Meanwhile gaps between teachers and students are found to have diminished, as students said that;

“When I am confused, I always consult with my teacher. And he can clarify.”

“Teacher always advises how to develop portfolio. I am very happy to talk with him.”

Regarding task in portfolio, students have picked up the very easy step of working, and then they have decided to work on a more advanced task to show their progress of study. In term of evaluation process, students get involved in setting up the criteria with teachers. Moreover, students can analyze their performance by writing a reflection and express them during tutorial session. For example,

“My listening skill is not good enough because I spent less time on my listening practice.”

“I can pick up the book I want to read. I am very happy to read it. And I want to read more.”

“I compare my portfolio with non-portfolio subjects. I know that my portfolio is my learning progress.”

Table 2

Pre-start and post-end survey of attitudes toward teaching and learning process, cases, and % of occurrence.

Attitudes	Response of students (% of occurrences)			
	Able to tell			
Item	Pre	Post	Pre	Post
Teaching and learning process				
1.1. Role of teacher	2.83	2.95	66.67	100.00
1.2 Role of student	2.63	2.70	76.67	100.00
1.3 Process of portfolio	2.43	2.65	30.00	70.00
1.4 Self- improvement	2.66	2.85	50.00	70.00
1.5 Reflection process	2.60	2.95	66.67	95.00
	2.63	2.81		

3.1.2 Attitudes toward teaching and learning process

Five teaching and learning process in the portfolio are shown (See Table 2); role of teacher, role of student, process of portfolio, self-improvement, and reflective process. Overall, post-end results of each component are higher than the pre-start scores. However, no pair of post-end and pre-start reach the significance ($p=0.625$). When checking the students understanding, after the process of portfolio, students under investigation are able to tell the role of teacher and student in the highest percentage comparing to the pre-start; 66.67%, 76.67% to 100.00%. In other words, students are more positive and comprehend the teaching and learning process better. In addition, students show their positive attitudes toward reflection process, 66.67% to 95.00%.

The results indicate that portfolio process has made clear the collaborative role between the teacher and the students, as follows:

“I ask my teacher about objective of my portfolio.”

“My teacher and I have discussed about what to work on to meet my learning objectives.”

Besides, the process of reflection has induced self-understanding through the analysis of the student strengths and weaknesses and therefore self-improvement is accumulatively promoted. For example,

“I pick up the lowest level of graded readers but now I am reading level 5. And I enjoy it very much.”

“Now, when I watch a soundtrack movie, I understand more.”

Table 3

Pre-start and post-end survey of attitudes toward advantages and disadvantages of portfolio, cases, and % of occurrence.

Attitudes	Response of students (% of occurrences)			
	Able to tell		Able to tell	
Item	Pre	Post	Pre	Post
Advantages and disadvantages of portfolio				
1.1. Shift teaching and learning style	2.60	3.00	46.67	95.00
1.2 Show progressive steps	2.63	3.00	60.00	100.00
1.3 Self-evaluation	2.60	2.90	33.33	70.00
1.4 Learning collaboration	2.26	2.70	30.00	100.00
1.5 Time consuming	2.93	3.00	68.00	100.00
1.6 Fairness	2.26	2.70	33.33	55.00
	2.54	2.82		

3.1.3 Attitudes toward advantages and disadvantages of portfolio

In a comparison between students' pre-start and post-end attitude toward advantages and disadvantages of portfolio (See Table 3); post-end attitudes are higher than that of the pre-start. The results confirm the advantages of portfolio due to the high interval post-end and pre-start scoring. However, regarding time consuming which is one of the disadvantages of portfolio, post-end and pre-start scoring is nearly equal, 3.00 and 2.93. It is also found that the difference between post-end and pre-start reach the significance ($p=.000$).

When checking the students understanding, after the process of portfolio, students are able to identify advantages and disadvantages of portfolio: shifting teaching and learning style, showing progressive steps, learning collaboration, and time consuming, are found to increase in percentage, 46.67% to 95%, 30% to 100%, and 68% to 100%.

Examples of advantages are as follows:

"I can decide what I want to learn."

"I know my strengths and weaknesses."

"Portfolio promotes my self-study."

Example of disadvantage is as follows:

"It is time-consuming."

In studying self-reflection, self-reflective questions are set up. Students are asked to answer the questions. Self-reflection in this study is discussed among the teacher and the students. Language skills are practiced; strategic competences and implications are learned and applied by the students. The number of occurrences is counted in frequency. The results are divided into 3 parts: language skills, learning competence, and implication.

3.2 Self-Reflection

Table 4 Language skills, learning competences, implication, no. of occurrences, and learning activities.

Language skills	No. of occurrences	% of occurrences
Word	68	36.17
Reading	58	30.85
Writing	32	17.02
Grammar	15	7.98
Listening	12	6.38
Speaking	3	1.60
Learning Competences		
Self-study	55	33.33
Discipline	51	30.90
Planning	35	21.21
Time management	24	14.55
Implication		
Application	6	60.00
Integration	4	40.00

3.2.1 Language skill

From the reflective answers, six skills, word, reading, writing, grammar, listening, and speaking, were derived. Among the six skills that students have learnt by themselves through making the portfolio (See Table 4), words were found to be the most learned skill, 68 occurrences, 36.17%, as the examples below:

“I learnt more new words by reading scientific articles.”

“I have planned to categorize antonyms and synonyms, so that I can cultivate my vocabulary.”

Reading was another skill students practiced most with 58 occurrences, 30.85%. For example,

"I started reading very easy articles and now I can read short novels."

"Before portfolio process I was afraid of reading English magazines, now I am not."

The least practiced skill during the portfolio process was speaking with 3 occurrences, 1.60%, as one student said:

"I can develop my speaking skill."

Regarding language skills, learning activities toward learning process emerged found in the students' reflective writing was recollection. That was in parallel with the number of language skills occurred, the students used the portfolio to be aware of what skills they have practiced in the past, how these skills have been improved, and how they have expected each skill to improve in the future. For example,

"I have practiced writing a long story. I can now create a dialogue."

"I learned how to make use of correct tense."

Moreover, the portfolio was also used to judge self-capacity, express their own feelings toward their learning process, and offer opinions about what makes difficult without reasons to support when the students wrote about their language skills in reflective writing. This means that the students showed their learning activity in the step of evaluation. For example,

"I know that my vocabulary is limited, so I must start to increase my vocabulary first."

"I must improve my reading skill and also spend more time on writing."

3.2.2 Learning competences

The portfolio process has focused not only on language skills, but learning competences: self-study, discipline, planning, and time management with 55 occurrences (33.33%), 51 occurrences (30.90%), 35 occurrences (21.21%), and 24 occurrences (14.55%), respectively. These competences shown in Table 4, occurred from students ability to provide reasons to support their own opinion to identify factors influencing one's own learning. This indicated learning activity as analysis thinking skill has been stimulated, as the students said:

“Before this, I had no plan for myself, just follow the teaching schedule. But now, I can set it up by myself.”

“I must manage my time to be more beneficial to myself.”

“I keep on telling myself not to wait until the last minute.”

“Portfolio helps me to know my weaknesses so that I can find way to cope with them.”

3.3 Implication

The students were found to be able to apply and integrate the knowledge and skills gained from portfolio process with other subjects with only six and four occurrences, 60.00%, and 40.00%, respectively. For those application and integration appeared in the reflective writing, the students identified that:

“I use my improved vocabulary learnt from portfolio to write paragraphs in my Writing 1 Course.”

“I can use my knowledge in my daily life.”

These showed that just a few students were able to reach a critical process in learning activity comprised of formulating their own opinions, and how to use the knowledge learnt into practice.

4. Discussion and Conclusion

From the attitude towards the use of portfolio process, portfolio is a successful tool to promote self-study. It exhibits students effort, learning progress, and self-reflection in one or more areas. The findings (See Table 1, Table 2, and Table 3) show that the portfolio process has shifted the roles of teachers and students from that of teacher-centered roles to student-centered ones. That is to say, the students have chosen their own work by having the teacher as a facilitator. This corresponds to the objective of Thailand Educational reform, teacher-centered education is to be shifted to student-centered. These findings are also in line with the constructivism concept; the students construct knowledge from practice and adjust their learning methods in each step to reach the set learning objectives.

Portfolios have promoted life-long learning and self-reflection. It can be explained by the metalearning approach; the students have practiced English skills and they can identify what they have done, and how those skills have been improved (recollection and evaluation). Their strengths and weaknesses are analyzed prior to adjusting their learning behavior. Time-management, planning, self-study, and self-discipline are then used to increase the effectiveness of their learning methods to reach the objective discussed with the teacher.

In comparison with the findings found in Mansvelder-Longayroux; Beijaard; & Verloop (2007), the students in this study are less able to reach the critical thinking. This corresponds with recent research findings that Asian EFL students were found unable to develop their thinking skill (Jones. 2005; Lo. 2010). Therefore, portfolio process together with reflective writing was implemented as effective tools for the students to acquire thinking process. Lo (2010) indicated that to promote critical thinking in the students, the instructor should led and advised the students using each teaching style. It can be inferred that the teacher is one important factor in the student-centered learning concept.

The learning process found in making portfolios is in the line with strategic competence (Douglas, 2000). Tools are constructed to help students acquire English skills. It comprises of setting a learnt goal, planning, analyzing strengths and weaknesses, self-assessment to evaluate and acquiring self-study tactics.

The results of this research clearly present that portfolio together with reflective writing are effective tools to encourage learners to effectively identify their own strengths and weaknesses of their language performance. Moreover, students have shown positive attitudes towards the use of portfolio. The results indicate that portfolio process is needed to assess the real performance of learners while the traditional one has failed to do this function. As a critical part of the process, self-reflection is very powerful and effective to encourage students to evaluate and criticize their own language performance to formulate own self-study.

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