

Abstract

Portfolios were tested as one of alternative tools to stimulate students' reflection. Forty 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 students' 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. It was found that most of the students were able to think at recollection stage, but not analysis stage or critical thinking stage. 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