

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