



Research Report

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**Investigating the Use of Student Portfolios to Develop
and Assess Students' Metacognition in EFL Learning**

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ABSTRACT

Metacognition is comprised of metacognitive knowledge and strategies which play a central role in successful self-directed language learning. This research will propose student portfolios as a mediated tool to assess and develop students' metacognition in English as a foreign language (EFL) education. The study involves 53 Thai students of English. Some of them were chosen to participate in a reflective portfolios activity, an open-ended interview, and a research experiment. The data show how the portfolios reflect the students' metacognitive beliefs and strategies, though there is only limited evidence of change in the beliefs and strategies. The results contribute to the understanding of metacognition development through mediated tool that, for the full potential of portfolio approach in language learning to be realized, EFL teachers and language educators need to have a full awareness of the importance of metacognition and reflective skills training. They also need to provide enough time and affordance for the learners to develop these skills in the language learning.

Keywords: Metacognitive knowledge, metacognitive strategies, learner autonomy, portfolio

CHAPTER 1

Introduction

The reform of Thai EFL national curriculum pays so much attention to thinking skills development and learner-centered lessons, and school-based curriculum development in relation to the needs of students and their communities. The Thai government also encourages Thai people to have confidence in English communication skills by announcing year 2012 to be English speaking year. However, it is doubted that these goals of EFL educational reform may be difficult to achieve because of many constraints.

One of the major constraints is the students' attitude toward English and English learning. Most students only learn English to achieve a structural-based examination which is the most widely used method to assess language learning achievement in Thailand. This leads to the other limitation which is the traditional way of language teaching that emphasizes explanation of grammar rules and rote learning, which is still believed to be effective in helping learners to achieve good scores in the examinations.

That is to say, these two major constraint factors seem to embed the learners' with false beliefs (or false metacognitive knowledge) about language learning, and thus influence ineffective behaviors (or ineffective learning strategies) towards language learning. Most English learners in Thailand, from the kindergarten to the university level, seem to be preoccupied with examinations and scores. They tend to believe that the teacher is the one who knows best about how to achieve this aim. As a consequence, it is believed that the Thai EFL learners prefer to act as receivers, rather than providers, of information in the classroom (Jantrasakul, 2004).

The negative or limited beliefs about language learning, which the Thai learners tend to have, are potentially impeding their learning and their potential for skills development. In order to uncover these constraints to language learning development, this research proposes a systematic use of student portfolios to assess and develop metacognition in English language learning among the Thai learners.

Metacognition in English as a foreign language (EFL) covers the learner's *metacognitive knowledge*, or beliefs about the cognition and learning, and the use of this knowledge to regulate his/her learning behaviours. The latter skill is called *metacognitive strategies*. There have been a number of research which believe that metacognition, as same as other kinds of knowledge and skill, can be enhanced through a well-planned education. As a result of metacognition development, the learners are expected to: (1) acquire positive beliefs about English language and its learning process; (2) gradually develop autonomy or the readiness to take care of their own learning inside and outside the language classroom.

Developing metacognition, and also learner autonomy is believed to be especially significant to the context where the opportunities to learn and to use English language are scarce. It is also especially difficult for the learner in such context to acknowledge values of a second language since they rarely use it in the daily life. This theory applies to EFL learners in Thailand who tend to learn a second language for the sake of external forces; such as to pass examinations, rather than to serve their own interests. These students tend to hold unproductive beliefs and behaviours toward English and learning English. The unproductive beliefs and behaviours need to be raised to students' awareness, and replaced with productive beliefs.

To develop learner autonomy in EFL contexts, appropriate tools or approaches to mediate the learners' attitude toward English and English learning need to be studied. The tool to develop metacognition must encourage learners to develop positive attitudes toward the language learning: (1) the learners need to believe in themselves as potential language learners; (2) the learners need to believe that learning English is learning for life, not just to pass examinations; and (3) they need to be equipped with strategies and wills to take care of their own learning inside and outside the classroom.

Student portfolios, one of the mediated tools in language learning, were developed and used to promote positive beliefs and learning strategies. The productive results of the portfolios can be seen through an increasing number of literatures which suggested using the portfolio as a tool to assess and develop second language learning skills in general, and to develop metacognition in particular.

Student portfolios are generally designed as a collection of learners' choice of their own works, attached with their reflections on the learning process and their

attitudes or beliefs about language learning. It is a tool which was proven to effectively prepare the learners who have had teacher-centred experiences, to accept the new role as owners of their learning processes in a more learner-centred approach to learning. Therefore, this research attempts to explore the implementation of student portfolios, with regard to the assessment and development of metacognition among the Thai EFL learners.

Furthermore, the present research, based on sociocultural theories, seeks to explore the benefits of social, self, and artifact mediations to metacognition development. The portfolio, as an artifact mediator, is planned to be used as an awareness raising task. The learners, as a self-mediator, are expected to reflect on and gradually develop their metacognition. The teacher, as a social mediator, will be asked to provide feedbacks based on the information in the portfolios. The learners will have chances to share beliefs and learning strategies with their teacher. The learners are expected to develop the knowledge about language learning and the use of metacognitive strategies through these mediated activities. The research results will contribute to: 1) understanding the use of student portfolios to assess metacognition of the Thai EFL learners, and 2) alternative approach to develop the learners' attitudes and behaviors toward EFL learning.

Organization of the Study

Chapter 1 provides an introduction to metacognition in language learning, and a general background to the present research. The main focus that prompted the investigations of the present research is also described.

Chapter 2 provides a critical review of conceptual studies and previous research into metacognition and metacognition development. It contains critical reviews of existing literature related to metacognition and autonomy development, and the use of portfolios in language learning. This chapter also contains a discussion of previous research on metacognition and the use of portfolios in second and foreign language learning.

Chapter 3 contains an explanation of research methodologies. It describes how the present research was designed to examine how the use of student portfolio helps uncover and influence the Thai learner's level of metacognition. Methodological issues are also discussed in this chapter.

Chapter 4 contain qualitative analyses of the interview and portfolios results

Chapter 5 contains quantitative analyses of the pre-test and post-test results

Chapter 6 contains a summary and critical discussion of the findings with reference to the research questions and the broader literature. Some important methodological and pedagogical implications are presented in this chapter.

Chapter 7 offers the main conclusions of this research, together with the limitations and recommendations for future research.

CHAPTER 2

Literature Review

Introduction

In this chapter, a review of the literature relevant to this research is presented. The beginning sections provide overviews of metacognition and approaches to metacognition development. The third section presents a detailed review of the relationship between metacognition and autonomy development, followed by a critical description of the use of portfolios in language learning. The final part of this chapter contains a critical review of the previous research on metacognition and the use of portfolios in second and foreign language learning.

Metacognition

There are many authors who define the term *metacognition* in slightly different ways. In education psychology, Moshman and Schraw (1995) describe metacognition as learners' theories of their own cognition. This theoretical knowledge about cognition is believed to affect learners' cognitive and social performances, and develop slowly through personal experience.

In language learning, however, Wenden (1998) conceptualize metacognition as knowledge about: 1) self as a learner; 2) learning task; and 3) learning strategies. He also believes that this knowledge is storable. In other words, it can be articulated. In the contrary, Schraw and Moshman (1995) argue that metacognition is not always storable, yet it can only be made storable through the kind of consciousness raising activities.

Many authors in the field of second and foreign language learning also refer to the term metacognitive knowledge as one component of metacognition. Metacognitive knowledge is learners' beliefs about their own cognition or mental processes, and language learning processes. This knowledge can be acquired through formal instructions or learning experiences. Metacognitive knowledge includes, for example, recognizing which kinds of learning tasks cause difficulty, which approaches to remembering information work better than other, and how to solve different kinds of

problems (Richards, and Platt & Platt, 1992). It is also thought to influence the kinds of learning strategies that learners choose.

Metacognitive strategies in language learning, as the other component of metacognition, involve planning and monitoring the learning process while it is taking place, and evaluating the learning after it has occurred (Richards, and Platt & Platt, 1992). In summary, metacognition is an integration of metacognitive knowledge and metacognitive strategies into a systematic framework of cognitive learning and learning behaviors. It is the learners' knowledge or beliefs about cognition and learning, and the ability to use this knowledge to plan, monitor, and evaluate their language learning. The learners' metacognition influences the degree of autonomous behaviours toward learning.

Approaches of Metacognition Development

Previous studies propose three different theoretical approaches to develop metacognition, which are: 1) the cognitive theory of instruction (Chamot & O'Malley, 1990); 2) the humanistic theory of self-directed language learning (Wenden, 2001); and 3) the sociocultural theory of social-interaction and mediation (Donato & McCormick, 1994; Lantolf, 2000, 2006).

According to the cognitive theories, learners are active participants and their cognition can be restructured. Instruction, based on cognitive theories, is an explicit instruction of learning strategies of the successful language learners to the less successful language learners. The self-directed language learning, according to humanistic theories, emphasizes the importance of human thought, feeling, and emotion. The main aim of the instruction is to develop learner autonomy through self-directed language learning and metacognitive strategies training. The context of language learning is a self-access center where learners take all responsibilities of their learning and the teacher has the role as a counselor.

Both approaches of metacognition development have an emphasis on individual learner development. However, they overlook the significance of social environment in language learning where metacognition development could occur. The other disadvantage of the two approaches is that they neglect the importance of metacognitive knowledge development. Improved metacognitive knowledge seems to be a consequence of learning strategies and metacognitive strategies training.

Sociocultural perspectives on second language learning, on the other hand, aim to develop both metacognitive knowledge and strategies at the same time. Sociocultural theories encompass cognitive views of active learners and cognitive reconstructable, and humanistic views of developing whole person in language learning. However, sociocultural theorists argue that learners construct and reconstruct knowledge within a social interactional framework. In other words, they believe that learning occurs through interactions in the sociocultural activities. Therefore, “the focus of study and development is shift from individual to activities and settings, and the learning that inevitably accompanies social practices” (Norton & Toohey, 2001).

Metacognition, according to sociocultural theories, should be developed in a learning supportive context through collaborative works. The teacher has a role as mediator who helps mediate learners’ learning attitudes and skills within their *zone of proximal development*. The teacher, as mediator, can provide learners with mediated learning experiences through the use of either symbolic tools (e.g. language) or physical tools (e.g. portfolios, computer, tasks). According to Lantolf (2000), there are three ways of mediation to develop learners’ metacognition in second language learning: a) social mediation, b) self-mediation, and c) artifacts mediation.

Methods of Learner Autonomy and Metacognition Development

Victori and Lockhart (1995) believe that metacognition, autonomy, and learning interact with each other, and that the dynamism of this interaction can be seriously impaired if metacognition is not enhanced. Learner autonomy is widely defined as learner ability to device set of strategies to take responsibilities of their learning (Cotterall, 1995; 2000). The use of strategies is influenced by set of learners’ beliefs and knowledge about language learning (metacognitive knowledge). Erroneous beliefs about language learning may lead to less effective strategies deployment and less receptive to the new approach which is not relevant to what they believe. Therefore, to develop autonomy in language learning, learners should receive enough helps to resolve any existing erroneous beliefs, and ineffective use of learning strategies.

In order to develop autonomy the areas of metacognitive knowledge and metacognitive strategies should be considered. With an attempt to take account of the

three areas of: 1) metacognitive knowledge; 2) metacognitive strategies; and 3) learner autonomy, a program which integrate self-access centre, counseling sessions, and contact classes has been proposed.

Apart from raising awareness, and developing the behavior of theorizing the integration of metacognitive knowledge and metacognitive strategies, the learners should be provided with the opportunity to *utilize* these knowledge and skills, *reflect upon* and *assess* their strengths and weaknesses. Nunan (1992) suggests a program which aims to develop: 1) strategies skills, 2) reflective and assessment skills, and 3) language skills. The program comprises combinations of awareness raising tasks, strategies training, and guided learning-journal. Nunan conclude that “strategy training plus the systematic provision of opportunities for learners to reflect on the learning process did lead to greater sensitivity to the learning process” (ibid, p. 41).

Portfolios and a Second Language Learning

Portfolios have been utilized in many educational contexts, but their definitions and ways of implementation seem to vary depending on their purposes: a) for assessment or instructional purposes, b) for teacher education, and c) for learner training. Danielson and Abrutyn (1997; cited in Ikeda & Takeuchi, 2006), based on their review of various definitions of portfolios, find that most definitions share the following three characteristics: 1) they are purposeful; 2) they are collections of learner’s work; and 3) they include learner’s reflections on each work.

In addition, student portfolios are not a mere collection of random pieces of work, but they require a systematic well plan. Pavlou and Ioannou’s (2002) suggest the following steps in setting up student portfolio activities:

- 1) to set goals for each and the whole portfolio
- 2) to include work samples which will help gather evidence of the learner’s achievement toward these goals
- 3) to help learners in reflection process
- 4) to review and update the portfolio by learners
- 5) to review and assess the portfolio by the learners with the teacher

According to Parlou and Ioannou (ibid), a language ¹ portfolio is a collection of an individual learner's work which shows the learner's efforts, language abilities, language development, attitudes, and strategies in language learning.

Sa Chares (1997; cited in Nunes, 2004) suggests that "the portfolio may be conceived as a long letter written to one's self and to others, and always returned. However, when it gets back to the student, it is enriched by a new perspectives, new information, new insights, advice and support". Hence, Nunes (2004) adds the other principle of portfolios, that they should facilitate ongoing interaction between teachers and learners. The portfolios to develop students' metacognition tend to follow Nunes' (ibid) principles of developing portfolios: 1) it should document reflective thought of the learner; 2) it should facilitate on-going interaction between the teacher and the student.

There are many advantages of using portfolios in language learning as mentioned by Loannou and Pavlou (2003). Firstly, portfolios offer a way of individualizing the learning and assessment process, as they are not uniform for the whole class. Secondly, portfolios enhance children's overall involvement both in the learning and assessment processes. Thirdly, the children are also empowered, and thus they develop feeling of trust and respect for their teachers. The main disadvantage of using portfolios in the classroom is that it requires training for both the teacher and learner on the reflection and assessment processes, and it requires time for them to familiar with this non-traditional approach.

The Previous Research

Research Studies on Metacognition in a Second Language Learning

There have been many research studies on metacognitive knowledge in second language learning. Sakui and Gaies (1999), and Cotterall (1999) study EFL learner beliefs about language learning using constructed questionnaires. Kern (1995) compares learner and teacher beliefs about language learning using Belief about

¹ The term portfolio in this research refers to a tool designed to uncover the learners' metacognition in EFL learning, rather than the learners' language abilities.

Language Learning Inventory (BALLI). Howitz (1985) also use BALLI to study cultural and situational influences on learner beliefs.

There are some studies which focus on the relationship between metacognitive knowledge and metacognitive strategies. Yang (1999) studies the relationship between learner beliefs using BALLI, and learning strategy use using Strategy Inventory for Language Learning (SILL). Cotterall (1995) studies learner beliefs and readiness for autonomy in language learning. These studies provide insights into EFL learners' metacognitive knowledge and its influences on learners' regulation of language learning. They also provide useful tools to investigate metacognitive knowledge and learning strategies. However, they did not show in detail how metacognitive knowledge and metacognitive strategies, or metacognition in short, could be enhanced among the language learners.

Research Studies on Portfolios in a Second Language Learning

Recently, there have been an increasing number of research studies which use portfolios either as a research tool, or a tool for learner development in second language learning. Ikeda and Takeuchi (2006) use the portfolio as a research tool in analyzing and comparing reading strategies used by high-proficiency and low-proficiency students. They found the portfolio was useful for revealing the processes of learning and using reading strategies. They also suggest that, rather than giving abstract explanation, concrete examples of strategy use drawn from the learners with higher proficiency could be presented to those with lower proficiency in language learning.

Rea (2001) studies the implementation of the portfolio as a tool for reflection in a process writing course. Portfolios were used to collect learners' works, learner self-evaluation, and teacher's assessment of learners' works. The researcher conducts portfolio-based personal interviews at the end of the course, to study the student's view on the process of writing, and the criteria for selecting their works to be attached in a portfolio. The results show that, for students who have not been trained to reflect on their learning, the activities like writing reformulation, journal writing, and portfolios can encourage them to reflect on learning process and to see their own strengths and weaknesses.

Nunes (2004) also studies portfolios as a tool to develop reflective learning. The researcher uses the portfolio with the high-school students to find out: 1) how the portfolio could promote a deeper involvement of the student with their learning, and 2) how the record of student reflection in the portfolio could contribute to a more informed approach to the teaching-learning process. From the research result, the author lists the benefits of portfolio as a dialogic interactional tool as follows:

- 1) the teacher have opportunity to develop personal and comprehensive relationship with their student;
- 2) the student have chances to know themselves better and to relate their opinions to those of others;
- 3) the student have chances to assess several viewpoints, keep an open mind to diversity, and even construct, widen, and reconstruct their own knowledge.

And the benefits of portfolio as a basis for reflection are listed as follows:

- 1) helping teacher to truly understand the student;
- 2) helping learners to self-monitor their own learning, thus helping them to become more autonomous learners; and
- 3) facilitating the adoption of a more learner-centered practices.

CHAPTER 3

Methodology

Introduction

This study investigates the use of student portfolios to assess the development of the students' metacognition during the studying of English language. This chapter describes the research objectives, the participants, and the research variables. The research procedures including the data collection and analysis, and the use of instruments and statistical devices are also explained.

Research Objectives

Three main research aims are: (1) to explore how the students reveal their metacognition in language learning through the portfolios; (2) to examine, through the portfolios-based interview, the usefulness and practicality of the portfolio for EFL learning/teaching from the students' point of view; and (3) to study how the portfolios help develop metacognition of the Thai EFL learner.

Research Questions

The following are detailed research questions which are listed to achieve the above research objectives.

- 1) To what extent the use of student portfolio reveal the Thai learners' level of metacognition?
- 2) What is the Thai learners' attitude toward the usefulness and practicality of student portfolio in relation to the language teaching and learning?
- 3) Does the use of student portfolio develop the Thai learner's level of metacognition?
 - 3.1) What are the Thai learners' level of metacognition before and after the English course?
 - 3.2) Do the change of the Thai learners' level of metacognition in the experimental group different from those of the learners in the control group?

Conceptual Framework

The conceptual framework of this research is mixed between two different approaches to understand the word namely positivism and social interpretivism. Following the positivism framework, this research uses a quantitative approach and an experimental methodology to provide quantitative data as explicit information on learners' level of metacognition. The quantitative results in explicit numbers and measures, can be used to test the hypothesis of pedagogical theory, which believe that using portfolio can help develop learner's level of metacognition. This research conducted an experiment and used questionnaires to provide quantitative results which show whether the use of student portfolio significantly change the metacognition level of the experimental group students comparing to those of the control group students.

Hypohotesis: the use of student portfolio can develop the learners' level of metacognition in language learning.

Dependent variable: the Thai learners' level of metacognition

Intervention: the use of student portfolio

The interpretive approaches of assessing social facts were used in a form of qualitative methods which include the use of student portfolio analysis and interview analysis. Qualitative research has its origins in descriptive analysis, and is essentially an inductive process, reasoning from the specific situation to a general conclusion without have pre-assumption about the studied phenomena. For the qualitative-oriented, the emphasis is placed on processes and meanings that are rigorously examined or measured in terms of quality, in-depth information, rather than quantity, amount, intensity or frequency (Denzin & Lincoln, 1998). The qualitative view of student portfolio and its benefits or limitations as a variable non-fixed concept allows the researcher to uncover the variety of views. Previous classroom research (e.g., Mehan, 1979a; Nunan, 1987; Van Lier, 1988; Lerner, 1995; Lee, 2007, 2008) indicates that a qualitative approach to data collection and data analysis would contribute greatly to an understanding of the actual working process of classroom pedagogy.

The two approaches are treated as having equivalent standing. Since every methodology underlying each approach has its benefits and limitations; using mixed

methodologies allows the researcher to compensate for the weaknesses of one methodology by complementing it with an alternative from another methodology in the domain.

Research Design

Case Study

In order to attain an in-depth understanding of the use of student portfolio to develop students' metacognition in the Thai EFL classroom setting, a case study approach was used in this research as the basis for data collection and analysis. The students in the English classes in a secondary school in Thailand, and not other schools, are defined as 'the case', or the single unit of analysis of this research. The results found from the research on this group of student may not apply to students in other contexts, but there are many advantages of a case study to trade off.

A case study is a detailed examination of a single subject unit or one particular event (Merriam, 1988; Yin, 1989; Stake, 1994). According to Gall et al. (1996), case studies provide in-depth understanding of instances of a phenomenon in its natural context and from the perspective of the participants involved in the phenomenon. Merriam (1988) also viewed a case study as "an intensive, holistic description and analysis of a single entity, phenomenon, or social unit". In other words, a case study provides particularistic, descriptive, and inductive ideas which make it suitable for the research which aims to provide in-depth understanding for the further development of practice in an institution.

Experimental Methodology

The experimental design is used to observe the effect of the treatment on the experimental group. The experiment involves, first, having the participants divided into two groups of (1) control group, and (2) experimental group. Then, the researcher made an experimental treatment to the experimental group. Following the experiment, the dependent variable (pre-test and post-test scores) is measured to find any changes that occur. This first stage of the experiment can be represented as:



T1 = a dependent variable (pre-test scores)

X = an experimental treatment

T2 = a dependent variable (post-test scores)

The post-test scores, when compared to the pre-test scores, help determine whether changes occur in the learners' perception about the issues related to the language learning after the treatment was asserted. However, it is possible that change in the test score could be a cause of other extraneous variables in addition to the treatment or the portfolios in this research. Therefore, the second stage of the experiment, which is called 'a quasi-experimental design', was also conducted. This stage is the experiment that involves the two groups of participants. The quasi-experimental design can be represented as:



T1 = a dependent variable (pre-test scores)

X = an experimental treatment

T2 = a dependent variable (post-test scores)

Throughout the whole term, the experimental group was assigned to complete the portfolios, in addition to their homework, as an experimental treatment. On the other hand, the control group only has to do the homework. The questionnaires were distributed again as their post-test at the end of the term not only to the experimental group but also to the control groups. Comparing difference between the pre-test and the post-test scores of the experimental and the control groups helps determine whether change in the test scores is effect significantly by the experimental treatment.

The Participants

The school

The school selected for conducting the experiment is one of the Thai public schools in Pak Chong, Nakornratchasrma Province. The school is located not far from Khao Yai National Park, one of the famous tourist areas in Thailand. In addition to reasons of convenience, I chose this school because it was one of the public schools in the government project of school reform. The school reform project includes the development of communicative activities and learning autonomy in foreign language classrooms. This means that it is school policy for the teachers to not only teach English but also to encourage autonomous learning in the classroom. I had the opportunity to talk to the school planners and teachers, who also seemed to agree that more activities which help develop students' thinking skills and learning autonomy, should be included in EFL teaching and learning. It will therefore be interesting to see to what extent the teacher's practice is in compliance with school policy.

English is one of the school's compulsory subjects. The school's English curriculum is based on the National Curriculum developed by the Office of the Basic Education Commission, Thai Ministry of Education, for the years 2001-2010. Following this curriculum, a number of expected outcomes of studying English are listed for students at different age levels. Students at level 3 (13-15 years old), who were the subjects of this research, are expected to achieve a number of outcomes in the following four areas:

1. Communications:
 - Developed reading and listening comprehension skills
 - Ability to use English in a social context
 - Improved explanation and presentation skills
2. Cultures:
 - Understanding of differences between Thai and foreign languages, and how different languages are used in different cultures
 - Appreciation of the English language
3. Connections: Ability to build connections between the subject of English and other content subjects

4. Communities: Ability to actually use English in the community
(OBEC, 2002)

The English class

The English classes which are the subject of this study were selected by the school principal because they were the two top classes compared with the other classes at the same grade level. The students in these classes were grouped according to their total test scores from the previous grade level. Although the school has a laboratory for learning English, the teacher conducted every English class in the main classroom.

English classes are scheduled each week on Tuesday, Wednesday, Thursday and Friday. Each class starts when the bell rings and when the teacher signals to the head student² to lead the other students in a greeting in English. Each class lasts for one hour. In Thai schools the academic year is divided into two terms, each term lasting three months. The students were assessed on the basis of their group-work and homework, and mid-term and final examinations. The following are examples of themes and activities that the teacher presented and conducted in the English classes during the 2/2010 term.

Theme I: Mothers' Day

Activities (7 hours)

- The teacher and students discussed the meaning of Mothers' Day in Thailand: how important it is, and what is done on that day.
- They sang a Mothers' Day song in both Thai and English.
- They read a short passage about Mothers' Day aloud and answered questions by referring to the passage.
- They wrote down and found meanings of vocabulary that they did not know.

Theme II: Questions and Answers

Activities (7 hours)

- The teacher explained about different types of question. She explained how to answer questions that started with the verb to do (do, does, did), auxiliary

² A student who is selected by a teacher or the majority of students in a class to lead or to represent other students when conducting

verbs (can, could, shall, should, have, has), and wh-questions (what, where, when, why).

- The teacher not only taught directly, but also regularly asked the students about how to answer different types of question.
- The students practiced answering different questions in the workbook 'Go for it!' and a worksheet prepared by the teacher.

Theme III: Past Tense

Activities (11 hours)

- The students learnt about the rules of past tenses on the worksheet.
- They memorized vocabularies and their past forms by reading aloud and practicing with the worksheet and the workbook 'Go for it!'
- They used the past tense to tell their stories to their classmates.
- They practiced using the past tense by answering the question 'When were you born?' The teacher asked each student first, and then the students asked their friends when they were born.
- They continued to practice using the past tense by answering questions in the workbook and questions that the teacher pre-selected which required answers in past tense form: for example, questions about famous people the students knew about, and what they had done in the past.

The teacher

The teacher was assigned by the school principal, and she also expressed a willingness to participate in the present research. The teacher is a female Thai teacher of English who has an undergraduate degree in Education from a university in Thailand. She has more than ten years' experience in teaching English to students at primary and secondary school levels. At the time the research was conducted, she was teaching English to students in *Mattayom 2 (Grade 7)*. She had been regularly trained in teaching English by the government's teacher training team. Most of this training focuses on communicative methods of teaching English and developing students' active learning. She has continually modified her teaching methods to meet the needs of the National curriculum and at the same time to develop communicative skills and also thinking and learning skills.

The students

The students were high school students in Mattayom 2 (Grade 7) at the public school. Class 1 served as an experimental group (the students who used the portfolios), and class 2 as a control group (the students who did not use the portfolio). There are all together 29 male and female students in class 1. In class 2, there are 24 students which are both males and females. Totally, there are 53 male and female students; all around 14-15 years old (see Table 1).

These students were selected on the basis of purposive sampling and availability. The students in both classes have the same English teacher. All of the students have received education in the Thai educational system; accordingly, they form a homogenous sample in terms of the received cultural input including the first language. The classes are the two top classes in the rank because of the highest total grade average score (GPS) of the students comparing those of the other students in the other five classrooms at the same grade level. Therefore, their scores on the achievement tests should not be significantly different. These students can be assumed to have equal level of English proficiency. Although the students had been learning English since they were 5 years old, their English proficiency was still very low. The researcher used pseudonyms for the students in the data presentation.

Table 1: Number of Participants

Participants		STAGE	
		Pre Test	Post Test
Class 1: (Experimental Group)	Number of Student	29	29
Class 2: (Control Group)	Number of Student	24	24
Total	Number of Student	53	53

Data Collection

This research adopted a mixed methods and research instruments for collecting the data. They involve (1) the use of student portfolio to record the process through which the level of metacognition was developed; (2) the use of interview to assess how the students in the experimental group think about the benefit and limitation of the portfolio in relation to their language learning; and (3) the use of questionnaire to test

and to compare level of metacognition of the experimental group and the control group. The triangulation of the three research instruments was adopted to enhance the reliability and validity of this research

Student Portfolio

Students in the experimental group were required to keep reflective record of their learning in the portfolio on a weekly basis. The term portfolio in this research refers to a tool designed to uncover, and to develop the learners' metacognition in EFL learning. The design of the portfolio activities follows Parlou and Ioannou's (2002) guidelines. The portfolio in this research is also designed according to Nunes (2004) principles of developing portfolios: 1) it documents reflective thought of the learner, and 2) it facilitates on-going interaction between the teacher and the student.

The portfolio was divided into two main parts (See Appendix 3). First, the learners were asked to fill in the section on 'My English Biography'. This section aims to assess to what extent the learners can reflect on their progress in language learning and their skills in English language. The second section that the students were asked to fill in is 'My English Dossier'. In this section, the students were asked to keep some examples of their works (classworks and homeworks) in English, to record how they learn English in the class and at home, and how they feel about the English learning. 'My English Dossier' was designed to assess the learners' ability to reflect and to comment on their learning English.

The teacher was asked to provide general guidelines for keeping the student portfolio on the first week of the English lesson. The teacher was also asked to provide feedback to the students' record. The portfolios were used as a research instrument. The information in the portfolios was examined to find out the process of change in their metacognition during the time they have used the portfolio.

Interview

The semi-structured interview was conducted to investigate specific issues related to some of their answers in the questionnaire and comments about the portfolios. Four students, whose portfolios showed more detailed information of their ideas comparing to the other students, were chosen from the experimental group. The main aim of

using interview is to probe further into some points in order to find clarification in detail and to be able to answer the research questions more accurately. The questions are opened-ended (See Appendix 4). The interview was conducted in Thai and the data was recorded and translated into English for further analysis and discussion in the present research.

Metacognition Assessment Questionnaires

The questionnaire was adapted from Cotterall's (1995) questionnaire which was developed to assess the learners' beliefs about language learning. The original questionnaire uses factor analysis of subjects' response and reveals the existence of six dimensions underlying the responses which includes: 1) the role of teacher, 2) role of feedback, 3) learner independence, 4) learner confidence in study ability, 5) experience of language learning, and 6) approach to studying. The questionnaire was adapted and some questions items were omitted to suit the context of Thai school.

The final version of the questionnaire used in the present research composed of forty questions which assess the learners' level of metacognition or their awareness of issues related to language learning (see Appendix 1). The questions were separated into four sections according to the awareness they are designed to assess: 1) approach to language learning, 2) the role of teacher in language learning 3) the role of learner in language learning 4) learner confidence in language learning ability. The questions were translated to Thai (see Appendix 2) in order to make sure that the students understand what the question tried to find out. Each section contains 10 closed-question items. The students were asked to rate the degree of agreement on each statement base on a five-point Likert-type rating scale ranging from strongly disagree to strongly agree.

The participants in both experimental and control groups were administered the questionnaire as their pre-test on the first day of the English class for the term 2/2010. Each student was asked to complete the questionnaire within an hour. They were allowed to ask the teacher clarification of the question statements. The scores from the questionnaire shows existed attitudes of the learners about the language learning and themselves as the language learners.

Data Analysis

Analysis of Qualitative Data from Student Portfolios and Interview

Qualitative data collected from the student portfolios and semi-structured interview were systematically analyzed and synthesized to find patterns of behaviors and ideas emerging from the data. These patterns were categorized based on what emerged from the data rather than what the researcher has in mind.

The interpretive approach of analyzing discourse and a coding system was applied to analyze the qualitative data. First, the data from the student portfolios and interview transcription were analytically read through to find any regularity of patterns of ideas from the learners. Then, words and phrases to represent topics were added. The major flaw of the interpretive approach is that a single phenomenon can mean different things to different interpreters and that each meaning is equally valid.

Analysis of Quantitative Data from the Questionnaire

Data were processed by the Statistical Package for the Social Science (SPSS Window). Both Nominal scale and Interval scale were applied. The Nominal scale was used to study typology of the students who use and do not use the portfolios. The Interval scale was used to determine the level of attitude of the students toward: 1) approach to language learning, 2) the role of teacher in language learning 3) the role of learner in language learning 4) learner confidence in language learning ability. The design of the attitude interval was based on Semantic Differential Scale or a five-point Likert-type rating scale. The rating criteria were:

5	=	Strongly agree
4	=	Agree
3	=	Neutral
2	=	Disagree
1	=	Strongly disagree

SPSS was used to calculate frequency (N), percentage, mean (M), and standard deviation (S.D.), at the significant level .05 or 95 percent of confidential level. Distribution of the students' metacognition on the questionnaire was determined. The Independent Samples *t*-tests were used to find statistically significant of the students' perceptions of each question item. *F*-tests were then carried out to determine the outcome of the intervention and to test whether the use of student portfolio significantly differentiate metacognition of students in the experimental group from those of students in the control group.

Methodological Issues

Values and Limitations of Triangulated Approaches to Study Metacognition of the Thai Learners of English

The main value of triangulated approaches, compared with other research methods, lies in the fact that it provides a detailed analysis and presentation of authentic data from different perspectives. Cohen and Manion (1994) noted that the use of both quantitative and qualitative approaches to data analysis helps explain more fully the richness and complexity of social behaviors. The triangulation process assesses the sufficiency of the data and ensures greater confidence in the findings.

The study of the Thai learners as a case study allowed the researcher to concentrate on a selected situation and to provide a rigorous description of human behaviors or ideas. These behaviors or ideas may not be covered in a large-scale survey, although they could be crucial to the understanding of the social phenomenon (Bell, 1999). Despite the benefits of triangulated approaches and case study already described, issues of validity, reliability, and generalizability, as general criteria used for assessing the quality of social research, should also be discussed.

Validity and Reliability

Validity, or internal validity, generally refers to the degree of certainty that observed effects in an experiment are actually the result of the experimental treatment rather than other extraneous variables. In this research, internal validity is enhanced by increasing the control of these other variables. The quantitative approach which use a

standard questionnaire help ensure a certain degree of validity and reliability based on statistical calculation. This research use a standard questionnaire adapted from Cotterall (1995) which has its prove of item reliability and validity.

Internal validity particularly to interpretive approach concern the degree to which the results is accurate and adequately represent multiple sets of mental constructions made by those under investigation (Lincoln and Guba, 1985). Therefore, the interpretive analysis of this research is based on naturalistic data which prove that a phenomenon uncovered in the interaction reflects the participants' perspective rather than the analysts'. This means that, to describe social phenomena, no pre-assumption is taken into account unless it can be shown in the details of the data. In addition, interpretive approach provides a comprehensive treatment of data, which helps to ensure that inclusive findings related to the social phenomena we seek to understand are described.

Reliability refers to the repeatability and consistency of the research results. Lack of reliability is a central problem in the qualitative interpretive approach in which the researcher interprets phenomena based on their perceived values (Sommer & Sommer, 2002). This research provides inter-rater reliability by having detailed transcription of the interview data, and portfolio data of for different rater or examiner to examine. In addition, this research applied the triangulation approach which is defined as "a validity procedure where researchers search for convergence among multiple and different sources of information to form themes or categories in a study" (Creswell & Miller, 2000, p. 126). It helps eliminate bias and increase the researcher's truthfulness of a proposition about some social phenomenon (Denzin, 1978).

Generalisability

Generalizability, or external validity, is concerned with the extent to which the research results can be generalized to other settings. Generalizability was not the major objective in conducting this research, since its main focus is to provide an in-depth and detailed understanding of a single case of a social phenomenon. Denscombe (1998; cited in Bell, 1999) suggested that 'the extent to which findings from the case study can be generalized to other examples in the class depends on how far the case study example is similar to others of its type' (pp. 36-37). This means that case studies can be generalized to a similar case, though not to the wider population. The case

study in this research aims to contribute to the development of EFL education in Thailand in particular. However, its findings might be applicable to other EFL programs which have similar characteristics to the school context in this research: e.g., EFL programs at secondary schools in Asian countries. However, it was not a principal aim of this research to achieve generalizability and the results are not expected to fit into the situation of other classroom settings. The results may be more useful for further elaboration and comparison studies.

Ethical Issues

Various forms of ethical protection were provided to protect the rights of the research participants. A consent letter and the research proposal were sent to the school principal and the participants to ask for permission to administer the pre-test and post-test to the students, to apply student portfolios and an intervention to language teaching and learning, and to interview the students at the end of the term.

They were informed that any recorded data could be presented in a research and that they may also be presented at academic conferences or in related academic publications. For the teacher and students who participated in this research pseudonyms in the analysis and description of the data were used for the purposes of ethical protection.

CHAPER 4

Qualitative Results

Introduction

This chapter presents the qualitative results from the analysis of student portfolios and interview. The student portfolios analysis shows how the students reveal their metacognitive knowledge and strategies in language learning through the portfolios. The results from the portfolios-based interview reveal the usefulness and practicality of the portfolio for EFL learning/teaching from the students' point of view.

Results from the Portfolios

The analysis of the student portfolios uncovers metacognition of the Thai EFL learners. The first section of the student portfolio results shows metacognitive knowledge with regard to the language teaching and learning, and the second section describe the current use and development of metacognitive strategies in EFL learning.

Metacognitive Knowledge

Results from the portfolios analyses show how the students reveal their attitude or metacognitive knowledge through written words in the portfolios. The data can be categorized into four main groups of factors related to language teaching and learning that the students have their opinion shown in the portfolios. These factors are: (1) the teacher and teacher's role; (2) learner's role; (3) English language learning; and (4) learner confidence.

Attitude toward the teacher and teacher's role

The students show their high respect to the teacher and her advices on how to learn English. The example of this respective attitude is shown in S2's portfolio. S12's portfolio also shows that the teacher's attitude toward the language learning seems to be a vital influence on the student's attitude and performance in language learning.

S2: “The teacher always say that if you want to be good at English you have to work hard on studying and practice vocabulary recitation, and I believe her and try to do what she said”

S12: “I used to hate vocabulary recitation when I was young because the teacher punished by beating if we could not do, but the teacher in high school is so kind and understanding so I started to think English is important and we should learn and be able to use it”

The students in this class had a chance to learn English with Mr. Steve, an American English teacher, only for two hours. Most of them record their preference to learn English with the native speaker rather than the Thai teacher and suggest that the teacher should have a native-like accent. The example is shown in S33 and S2’s portfolios.

S33: “I like Mr.Steve as he is a very nice and friendly teacher and I am glad to have a chance to speak to the one who own the language”

S2 “The teacher should speak English with a native-like accent”

For the teacher’s role, most students are able to comment on what the teacher should and should not do in the classroom in relation to language teaching. The results below show that the students are teacher-dependent and they throw all the responsibilities in language learning to the teacher rather than to themselves.

S35: “I want the teacher to speak slowly and explain in detail”

S21: “on few, a few, a little, the teacher can deliver more understandable than the other topic so I can understand it”

S34: “The teacher should give me more practices, lead me to read more again and again”

S20: “I want the teacher to tell 5 new vocabularies every day so we can recite and memorize” and “The teacher should review after the class whether the students understand or not”

S5: “The teacher should give more works and feedbacks so the students will hand in homework”

In addition to the teacher's role in the aspect of language teaching and learning, the students also record their attitude toward the role from the humanistic perspective that the teacher plays an important role in making the classroom atmosphere becomes an encouraging and comfort place to learn the language. The example is shown in S31 and S30's portfolios.

S31 "I want the teacher to smile more often, because her smile comfort the students"

S30 "I like the teacher to say more jokes so students will not get bored"

However, the students did not expect the teacher to be kind and funny all the time. One student mentioned that "The teacher should find jokes to say and games to play while teaching English so we can have fun sometimes and not get too bored" and she also noted that "The teacher should be more strict to some students so they pay more attention to study and not get other students irritated".

Attitude toward learner's role

The students were able to reflect on their attitudes toward their roles as the language learner, although they did not reflect on as variety of aspect as when they talk about the teacher's role. The only role that the students seem to believe they have in relation to language learning is 'learner as follower'. The example of this attitude is shown as follows:

S34 "I will take advices from the teacher to improve my learning"

S15: "If students want to learn best they should pay attention to what the teacher teach. If we don't try to understand we don't have chance in the society"

S31: "I did not understand because I did not pay attention"

The student role as follower is expanded through the learner's view of their duties in language learning that they should only focus on doing exercises and memorizing vocabularies as shown in many students' portfolios.

- S34: “We should recite vocabularies and do exercise very regularly and work hard on reading and reciting vocabularies”
- S27: “What I should do is to do the exercises and fine new vocabularies in the dictionary and memorize them to use in daily life”
- S21: “For the learners to learn best they have to memorize as many vocabularies as they can”
- S1: “Learners have to memorize vocabularies and have to know many vocabularies”

None of the students mention they should set their goal, or plan and assess their learning without the teacher’s lead. The students’ attitude toward the learner role as follower correlates with the attitude toward the teacher as controller who holds the most responsibilities in language learning.

Attitude toward English language learning

Similar to their attitude toward learner roles, the students only have few ideas on what learning the language should be. Some students believe “Learning vocabularies and pronunciation is important and useful when we have to communicate with foreigners”, and “To understand and good at English we should memorize a lot of vocabularies and read to understand regularly”.

The common goals to study English that the students understand are: (1) to use in daily life; (2) to progress in future career; and (3) to speak English with foreigners. Some students, as shown below, reveal how they see the native speaker as a role model who can motivate them to speak English with correct pronunciation.

- S33: “Learning with the native speaker of English gives me courage to speak English in daily life”
- S30 “Learning with the native speaker help we know how to pronounce correctly”
- S24: “I want the native speaker to teach again”
“Mr. Steve made me laugh when teaching so I understand better, I wish all the teachers are funny so the learning is not too stressful”
- S21 “I want to have the native speaker to teach us so we can have a courage to speak to foreigners”

These ideas also show how they value the importance of pronunciation in addition to vocabulary knowledge.

The results also reveal the students' ideas toward the learning activities which should be variety and interesting to them. However, the goal of these activities is vocabulary learning, which show the belief of these students that learning English is mainly to learn vocabulary.

S31: "I like playing games, singing, and speaking English in the class"

S10: "I like playing games in English class and look for meanings in dictionary because it is interesting to learn more words and meanings in English"

S27: "This activity is easy I can do it because it is interesting and it has many pictures and easy vocabularies"

S20: "I want to have variety of teaching materials"

S21: "I want to work in group"

Learner confidence in language learning

The data show some example of the student's acknowledgement of their confidence in language learning which is quite negative. Although a few students note what they are good at; such as S31, and S24, almost all think English is difficult and that is why they do not like learning English.

S35: "I am not good at English, though I have tried to remember I often forgot but I am trying and trying"

S32: "English is difficult so I don't like learning it, I can't remember vocabularies"

S24: "I am good at vocabulary recitation"

"I don't like English because I don't know vocabularies so can't read"

S11: "I don't like English because it is difficult such as past tense forms is so confusing, although it is important I still don't like learning English"

S10: "I want to be good at English and know many words but no matter I have tried I can't remember vocabularies and I can only remember some easy words"

S31 who show her confidence in the language learning by writing “I am good at reading” is the only example of the students who show development of their confidence in learning English.

S31 “I didn’t like English because it was too difficult but now I realize that people speak English everywhere so I started to pay more attention to learning and now I know English is not all difficult but there are some easy parts”

This result proves that the positive attitude toward learner confidence is important to language learning. The negative attitude should be replaced by positive attitude about English learning and the students’ potential to learn English if the teacher want to develop their confidence in language learning.

Metacognitive Strategies

The data from the portfolios also show how the students develop their skills in (1) reflecting on learning; (2) setting their learning goals; (3) planning their own learning; and (4) assessing their own learning.

Reflecting on learning

The student can reflect on what they have learnt and what activity they have done in the class more fluently than describing their attitude toward the usefulness and difficulties of the content they have learnt. The following results show how S29, S26, S20, and S2 reflect on their learning in the “classwork” section in the portfolio which asks “How do I feel about the lesson this week?”

S29

Week 1: “Memorizing vocabularies is difficult, I can’t remember and I don’t understand what the teacher said.”

“It is difficult because today I did not pay attention and the teacher spoke too fast I couldn’t catch her”

Week 2: “The activity is easier and more understandable; I did the fill in the blank activity”

“It is easy because the vocabularies are easy and used in daily life”

Week 3: “I have learnt these vocabularies before so they are not difficult”

S26

Week 1: “It is easy because I can memorize these vocabularies easily but I could not remember all of them so I write them down in a notebook sometimes”

Week 2: “The use of lot of and a lot of is easy because I understand how to use them”

S20

Week 1: “The vocabularies are difficult and I was distracted by noises and something else more interesting”

Week 3: “I think this activity is interesting and it helps me learn better. It is easy because I have concentration so I learn more than before”

S2

Week 2: “How much and How many is easy because it is understandable, not too complicate”

Week 3: “This topic is actually difficult but because I focus and work hard so become easier but I still do not understand some of it”

The following results show how S29, S26, S20, and S2 reflect on their learning in the “classwork” section in the portfolio which asks “How do you feel about the usefulness of the lesson this week?”

S29

Week1: “What I have done in the activity I can use in daily life”

Week 2: “It can be use in daily life about countable and non-countable nouns”

Week 3: “Can be used in daily life”

S26

Week1: “Teaching English by Mr. Steve because he is a native speaker who can pronounce English correctly”

Week 2: “It is useful because I can use countable and uncountable nouns”

S2

Week 1: “Having chances to learn English with the native speaker helps practice pronunciation and develop courage to speak English with foreigners”

S20

Week 1: “It is useful because we can use in daily life”

Week 3: “It is useful because we can teach people who don’t know”

Setting learning goals

The results show learning goals set by the students when they were asked to do in the “homework” section in the portfolio. The students seem to set the goals in accordant with what the teacher taught in the class and told them to do for homework in that week. For example, for the week that they learn informative and interrogative sentence, the goal is “To learn telling and questioning about things” and “To achieve what the teacher taught”. In addition, the students’ goals seem uncreative and too board. For example:

S27: “To know vocabularies and the usage in sentences”

S21: “To progress and achieve good scores in the tests”

S2: “To understand appropriate usages of grammar”

Their answers show they are unclear of what particular goals they really want to achieve in that particular week. This strategy or skill to set learning goal, has not changed from the first to the last week of the research.

Planning for learning

The results also reveal the learner’s ability to plan their learning when they were asked to do in the “homework” section in the portfolio. The data, as shown below for some examples, reveal that the students are unable to make a plan for their own learning.

S35: “Understand it, practice it, and practice more”

S34: “To understand, to recite, and to do exercises”

S29: “Practice recitation, study books on how to remember vocabularies, and listen with attention to the teacher in the class.

Furthermore, the additional examples below prove that the students can not differentiate how to describe their ways of learning, planning for learning, and process of learning without help from the teacher.

S24:

My ways to practice the lesson:

Look for meanings of unknown vocabularies

Practice reading and speaking

The planning:

Look for meanings of unknown vocabularies

Practice reading and make understanding

S21:

My ways to practice the lesson:

Recitation

Read present and past tense forms

Practice writing vocabularies

The planning:

Try to memorize present and past tense forms

Memorize vocabularies

The process:

Answer the teacher’s questions

Repeat after the teacher in recitation

The results show the students lack ability to plan their learning from the first to the last week of the research.

Assessing learning

The results show the learner's ability to assess their learning when they were asked to do in the "homework" section in the portfolio which asks "How does it (the activity they choose to do for practice English) help you learn the lesson? Similar to the way they set their learning goal, the students seem to only see the result of their practicing in accordant with the objective that the teacher told them to do the homework. For example, for the week that they learn 'how much' and 'how many', they assess their learning that "I get to know more about using how much and how many". More similar example of assessing learning is shown below:

S34: "Using have has according to the grammar rule"

S29: "I understand present perfect tense and have has more"

Only one student (S24) who described the assessment in more detail and more specific, that "I can do exercises by myself easier when I collect more vocabulary knowledge and work hard on practicing English". The rest of the students only see the result of their own learning from a very broad and vague perspective, as they note:

S35: "...understand a little but I tried to do by myself"

S26: "Practice to know sentences used in daily life"

S2: "It helps understand this topic and use it in daily life and pass the examination"

Results from the Interview

Four students from the experimental group were interviewed and the results revel two main categories of the perception toward the portfolios from the students' point of view, which are: 1) The Usefulness and Limitation of the Student Portfolios; and 2) The Design of the Portfolio.

The Usefulness and Limitation of the Student Portfolios

General usefulness and limitation

Most students think portfolios are useful. S1 thinks the portfolios help review and memorize what she has studied in the class. S3 also think the portfolios are useful because "...we can summarize what we have learnt in the portfolios so it is like we study the same thing twice". In addition, S3 thinks the portfolios help her understand English better and S2 mention it help seeing the progress of her knowledge.

When ask about limitation of the portfolios, most students answered there is no limitation. However, when the researcher asked in more detail for the reason that they did not record in the portfolios regularly, the students mentioned the problem of time constraint which seem to be the major limitation of applying portfolios to this EFL classroom context.

The usefulness of the portfolios: teacher feedback

Every respondent agree that doing portfolios gives them chances to express ideas to the teacher. S3 said she wrote her opinion to the teacher and she respond twice. This result can be seen also in the portfolios. Most student write their suggestions about teaching to the teacher but the teacher only respond very generally for a few times.

The students explain their positive feeling toward the teacher's feedback in the portfolios as follow:

- S3: It is like I was talking with her.
- S2: It helps realizing what I did wrong.
- S1: She gave suggestions and that is good to know what to improve.
- S4: Good comments or compliments from the teacher give me encouragement and I felt pound of myself.
- S2: I want to know whether what we did or thought was right or wrong.
- S3: If she replied regularly, I would do the portfolios more often than what I did.

The usefulness of the portfolios in term of teacher feedback seems to be one of the most important factors to the Thai students. The reason is probably because they do

not normally talk to the teacher in person. S1 said the students prefer to talk to their friends when they have language problems. Even with these portfolios, they still prefer to write their problems to the teacher and also talk to friends. The students explain the reason they do not like to talk to the teacher as follow:

S2: I don't want to bother her.

S3: I'm shy to talk about problem because we are not used to talking to the teacher, but writing is not a face-to-face communication.

The answers below explain why they did not fill-in the homework part as often as the classwork part.

S3: And because we have to do this part by ourselves at home.

S2: I did not understand the content we have learnt in the class clearly, so I cannot do the homework by myself.

S1: When we learnt in the class, we understood, but when we went back home, we forgot.

These answers also reveal the nature of the Thai EFL students as teacher-dependent. If the teacher explains in more detail how to expand the study by themselves, they think it will be very useful.

The usefulness of the portfolios: English skills development

Most students are also agree that the portfolios are also useful in terms of: 1) helping them memorize what they studied; 2) helping them review and reflect on things they have studied in the class; 3) helping them see their progress.

The usefulness of the portfolios: attitude change

For the question whether portfolios affect changes of their attitudes toward the teacher and learner's roles, the answers show they do not really change. S1 is the only person who answered "Yes, we have to study harder and we have to study at home by ourselves", while rest said not really change.

However the results from the pre-test and post-test show that some particular attitudes in language learning of these students have changed after doing the portfolios. The results below show answers in relation to attitude change after doing the portfolios of individual students.

The interview results from S1 show:

- The attitude toward *leaning English is to learn vocabulary and grammar* have changed from agree to disagree “Because I feel like I have to do so many things not just learning vocabulary and grammar, I have to do portfolios and explain my opinions”.
- The attitude toward *the teacher has to assess our learning* has changed from strongly agreed to less agree, because “We can assess our own progress”.
- The attitude toward *the teacher has to identify our difficulties* has changed from less agreed to strongly agree, because “I still think the teacher should tell us, and also we should know our problems”.
- The attitude toward *the teacher should find opportunities for our learning* has changed from strongly agreed to less agree, because “We should learn by ourselves”.
- The attitudes toward *her roles as more active learners* have changed from just agree to strongly agree, “Because we should not just rely on the teacher but we should study by ourselves as well”.
- After the intervention, she seems to agree less in the questionnaire that *students have to understand and find solutions their own problems*, “Because I still want friends and the teacher to help”.

The interview results from S2 show:

- The attitude toward *leaning English is to practice by yourselves with some comments from the teacher* have changed from agree to strongly agree, “Because I’m worried of what I did wrong and my I might fail, so I need to practice more and also need helps from the teacher”.

- The attitude toward *teacher's praises are rewards* has changed from neutral to strongly agree, because "I want the teacher to pay closer attention to my learning performance".
- After the intervention, she seems to agree less in the questionnaire on the factors related to *the teacher's roles*, because "The teacher already teaches us in the class, we have to take care of ourselves after the classes".
- The attitude toward *students should assess their own learning* has changed from agree to less agree, because "The teacher should take care of assessment while the students take care of learning".
- Finally, her agreement toward other responsibilities of learner has increased after the intervention, and she thinks the portfolios change these attitudes of her.

S2: "...in the past I just studied and forgot but using portfolios helps me realize that I take more responsibilities to review what I study in the class and how I feel about it. But because I am lazy so I did not complete every part of the portfolios."

The interview results from S3 show:

- The attitude toward *leaning success depend on the teacher and the teacher's praises are rewards* have changed from agree to strongly agree:

S3: "Yes, when I don't understand I want the teacher to help. But we still have to do the study by ourselves not to have the teacher tell me everything."

- The attitudes toward all the factors related to active learners have changed from agree to strongly agree, because "we have to do things by ourselves more than before".

The limitation of the portfolios: time Constraint

The only one but major limitation of the portfolio is time constraint. The students gave two main reasons for not keeping the portfolios regularly. One is too much homework and too limited time, and the other reason is the content of the portfolios which contains too many pages.

S3 also added that she did not do the portfolio regularly because the teacher did not seriously warn them to do it, so she thought regular homework is more important than the portfolios. When ask if doing portfolios gives them motivations to know more about the content they learnt in the class, S2 said “Yes, but we do not have time”.

The Design of the Portfolio

From the interview, there are different parts of the portfolios that the students like. S1 likes writing about what is useful or not useful in relation to the content she has learnt in the classroom. S2 like telling what is difficult and not difficult in relation to the content she has learnt in the classroom. While S3 likes showing examples of the class-work, S4 I likes both summarizing and drawing parts. The students explain their preferences to different parts of the portfolios as follow:

S1: Because it gives opportunities for reviewing what we have studied in the class.

S2: Because we can write our own ideas. I know what we think, so I can explain easily.

S3: I like it because I can collect and show my works.

For the part that they do not like, they agree on one part which is ‘homework’. They do not like this part because they have to do it by themselves at home while they do not understand how to do it. The homework part, as a consequence, is the part which contains very little information from the students in both terms of quality and quantity.

When ask about their suggestion for revising the design of the portfolios, S2 suggests “To put more drawing parts”, and S3 thinks “Giving choices for us to choose the answer, instead of asking to write in sentences” is an idea. The Thai EFL students

are rarely asked to write this kind of essay as required in the portfolios, neither in English nor Thai. As seen from their portfolios, the student prefer drawing much more than writing about English learning. The Thai students are also used to asking to choose from the provided choice rather than writing, although they think they can write to explain their opinion related to the class work.

CHAPTER 5

Quantitative Results

Introduction

This chapter presents results from the questionnaires to describe how the portfolios actually develop metacognition of the Thai EFL learner. The first section discusses changes in level of metacognitive knowledge resulted from the intervention in the experimental group. The second sections compare and describe the level of metacognitive knowledge before and after the English course of the experimental and the control groups.

Pre-test and Post-test Scores of the Students in the Experimental Group

Level of Attitude of the Students toward Approach to Language Learning

Pre-test: from the study of attitude of students in the experimental group toward 10 factors related to approach to language learning before the experiment, the results show six factors the students significantly agree on:

	N	Mean	Std. Deviation	Test Value = 4	
				t	Sig.
I am willing to find my own way of practicing if I get help from the teacher	29	4.2069	0.4123	2.7027	0.0116
I believe to learn English is to learn grammar and vocabulary	29	4.1379	0.6930	1.0718	0.2930
I believe the teacher can teach me the best way to learn a language	29	4.2414	0.6895	1.8853	0.0698
I believe the teacher should be an expert at showing students how to learn	29	4.3793	0.5615	3.6379	0.0011
I believe the teacher's preparation is very important in successful language learning	29	3.7931	0.6199	-1.7974	0.0831
I believe feedback on my language learning from the teacher helps me most	29	4.1724	0.6017	1.5430	0.1341

And the results show four factors the students significantly disagree on:

	N	Mean	Std. Deviation	Test Value = 4	
				t	Sig.
I know how to study English well	29	3.6207	0.5615	-3.6379	0.0011
I believe that opportunities to use the language should be provided by the teacher	29	1.8621	0.7894	-14.5846	0.0000
I believe my language learning success depends on what the teacher does in the Classroom	29	2.3793	0.9788	-8.9163	0.0000
Positive praises from the teacher are among most important rewards in successful language learning	29	3.6207	0.7277	-2.8070	0.0090

Post-test: from the study of attitude of students in the experimental group toward 10 factors related to approach to language learning after the experiment, the results show eight factors the students significantly agree on:

	N	Mean	Std. Deviation	Test Value = 4	
				t	Sig.
I am willing to find my own way of practicing if I get help from the teacher	29	4.3793	0.6219	3.2848	0.0027
I know how to study English well	29	3.8621	0.5158	-1.4402	0.1609
I believe to learn English is to learn grammar and vocabulary	29	4.1379	0.9901	0.7502	0.4594
I believe the teacher can teach me the best way to learn a language	29	4.4483	0.6859	3.5196	0.0015
I believe the teacher should be an expert at showing students how to learn	29	4.1724	0.8481	1.0948	0.2829
I believe the teacher's preparation is very important in successful language learning	29	4.1034	0.8170	0.6819	0.5009
Positive praises from the teacher are among most important rewards in successful language learning	29	4.1034	0.7243	0.7691	0.4483
I believe feedback on my language learning from the teacher helps me most	29	4.5862	0.5680	5.5575	0.0000

And the results show two factors the students significantly disagree on:

	N	Mean	Std. Deviation	Test Value = 4	
				t	Sig.
I believe that opportunities to use the language should be provided by the teacher	29	2.0345	1.1797	-8.9725	0.0000
I believe my language learning success depends on what the teacher does in the classroom	29	2.7241	0.9218	-7.4534	0.0000

Level of Attitude of the Students toward the Role of Teacher in Language Learning

Pre-test: from the study of attitude of students in the experimental group toward 10 factors related to the role of teacher in language learning before the experiment, the results show the students significantly agree on all factors.

	N	Mean	Std. Deviation	Test Value = 4	
				t	Sig.
I believe that the role of the teacher is to tell me what to do	29	3.6897	0.8906	-1.8766	0.0710
I believe that the role of the teacher is to help me to learn effectively	29	4.0000	0.4629	0.0000	1.0000
I believe that the role of the teacher is to tell me what progress I am making	29	3.7931	0.5593	-1.9921	0.0562
I believe that the role of a teacher is to say what my difficulties are	29	4.0345	0.7311	0.2540	0.8014
I believe that the role of the teacher is to create opportunities for me to practice	29	3.8276	0.7592	-1.2230	0.2315

I believe that the role of the teacher is to decide how long I spend on activities	29	3.6207	0.9788	-2.0868	0.0461
I believe that the role of the teacher is to explain why we are doing an activity	29	4.1034	0.6179	0.9016	0.3750
I believe that the role of teacher is to set my learning goals	29	3.7241	0.7510	-1.9780	0.0578
I believe that the role of the teacher is to give me regular tests	29	4.1724	0.7106	1.3066	0.2020
I believe that the role of the teacher is to offer help to me	29	4.0000	0.7559	0.0000	1.0000

Post-test: from the study of attitude of students in the experimental group toward 10 factors related to the role of teacher in language learning after the experiment, the results show the students significantly agree on eight factors, as follows:

	N	Mean	Std. Deviation	Test Value = 4	
				t	Sig.
I believe that the role of the teacher is to tell me what to do	29	3.8621	0.5809	-1.2787	0.2115
I believe that the role of the teacher is to help me to learn effectively	29	3.9655	0.6258	-0.2967	0.7689
I believe that the role of a teacher is to say what my difficulties are	29	4.1379	0.6394	1.1616	0.2552
I believe that the role of the teacher is to create opportunities for me to practice	29	3.8966	0.7720	-0.7216	0.4765
I believe that the role of the teacher is to explain why we are doing an activity	29	3.8621	0.5809	-1.2787	0.2115
I believe that the role of teacher is to set my learning goals	29	3.7931	0.9016	-1.2358	0.2268
I believe that the role of the teacher is to give me regular tests	29	4.5517	0.5724	5.1911	0.0000
I believe that the role of the teacher is to offer help to me	29	3.9310	0.6509	-0.5706	0.5728

And the students significantly do not agree on two factors:

	N	Mean	Std. Deviation	Test Value = 4	
				t	Sig.
I believe that the role of the teacher is to tell me what progress I am making	29	3.7241	0.7019	-2.1166	0.0433
I believe that the role of the teacher is to decide how long I spend on activities	29	3.6552	0.7209	-2.5759	0.0156

Level of Attitude of the Students toward the Role of Learner in Language Learning

Pre-test: from the study of attitude of students in the experimental group toward 10 factors related to the role of learner in language learning before the experiment, the results show the students significantly agree all factors.

	N	Mean	Std. Deviation	Test Value = 4	
				t	Sig.
I believe that the role of the learner is to be able to see the progress he/she makes	29	4.1379	0.5809	1.2787	0.2115
I believe that the role of the learner is to test how much he/she has learned	29	4.0000	0.6547	0.0000	1.0000
I believe that the role of the learner is to try new things out by oneself	29	4.2069	0.5593	1.9921	0.0562
I believe that the role of a learner is to know which aspects of English he/she wants to improve	29	4.2069	0.5593	1.9921	0.0562
I believe that the role of the learner is to find opportunities to practice English	29	4.0690	0.6509	0.5706	0.5728
I believe that the role of the learner is to plan his/her own English learning	29	4.0690	0.5935	0.6258	0.5365
I believe that the role of learner is to set his/her learning goals	29	4.0690	0.5935	0.6258	0.5365
I believe that the role of the learner is to know what difficulties he/she has when learning English	29	4.2759	0.7019	2.1166	0.0433

I believe that the role of the learner is to look for solutions to his/her problems	29	3.9310	0.7527	-0.4934	0.6256
I believe that the role of the learner is to seek help from the teacher	29	4.3448	0.8140	2.2813	0.0303

Post-test: from the study of attitude of students in the experimental group toward 10 factors related to the role of learner in language learning after the experiment, the results show the students significantly agree all factors.

	N	Mean	Std. Deviation	Test Value = 4	
				t	Sig.
I believe that the role of the learner is to be able to see the progress he/she makes	29	4.1724	0.6017	1.5430	0.1341
I believe that the role of the learner is to test how much he/she has learned	29	4.1724	0.6017	1.5430	0.1341
I believe that the role of the learner is to try new things out by oneself	29	4.3103	0.7123	2.3462	0.0263
I believe that the role of a learner is to know which aspects of English he/she wants to improve	29	4.0345	0.7311	0.2540	0.8014
I believe that the role of the learner is to find opportunities to practice English	29	4.2414	0.8305	1.5652	0.1288
I believe that the role of the learner is to plan his/her own English learning	29	3.9655	0.9443	-0.1967	0.8455
I believe that the role of learner is to set his/her learning goals	29	4.1034	0.7720	0.7216	0.4765
I believe that the role of the learner is to know what difficulties he/she has when learning English	29	4.2414	0.6895	1.8853	0.0698
I believe that the role of the learner is to look for solutions to his/her problems	29	3.7586	0.6356	-2.0452	0.0503
I believe that the role of the learner is to seek help from the teacher	29	4.3103	0.7608	2.1967	0.0365

Level of Attitude of the Students toward Learner Confidence in Language Learning Ability.

Pre-test: from the study of attitude of students in the experimental group toward 10 factors related to learner confidence in language learning before the experiment, the results show three factors the students significantly agree on:

	N	Mean	Std. Deviation	Test Value = 4	
				t	Sig.
I am confident about setting my own learning goals	29	3.7931	0.8185	-1.3612	0.1843
I believe feedback on my language learning that I give myself helps me most	29	3.8966	0.4888	-1.1397	0.2641
My own effort plays an important role in successful language learning	29	4.5862	0.6278	5.0287	0.0000

And the results show seven factors the students significantly disagree on:

	N	Mean	Std. Deviation	Test Value = 4	
				t	Sig.
I am confident about finding my own ways of practicing	29	3.6207	0.4938	-4.1366	0.0003
I am confident about planning my own learning	29	3.6207	0.6219	-3.2848	0.0027
I am confident about explaining what I need English for	29	3.5517	0.7831	-3.0825	0.0046
I believe that I can communicate in English without knowing the rules	29	3.2414	0.7863	-5.1958	0.0000
I am confident about checking my work for mistakes	29	3.3103	0.5414	-6.8599	0.0000
I believe I know best how well I am learning	29	3.5862	0.6278	-3.5496	0.0014
I believe that I should find my own opportunities to use the language	29	3.3448	0.6695	-5.2697	0.0000

Post-test: from the study of attitude of students in the experimental group toward 10 factors related to learner confidence in language learning after the experiment, the results show four factors the students significantly agree on:

	N	Mean	Std. Deviation	Test Value = 4	
				T	Sig.
I believe I know best how well I am learning	29	3.8966	1.0122	-0.5503	0.5864
I believe feedback on my language learning that I give myself helps me most	29	3.8966	0.9390	-0.5933	0.5578
I believe that I should find my own opportunities to use the language	29	3.9655	0.7784	-0.2386	0.8132
My own effort plays an important role in successful language learning	29	4.1724	1.1671	0.7956	0.4330

And the results show six factors the students significantly disagree on:

	N	Mean	Std. Deviation	Test Value = 4	
				T	Sig.
I am confident about finding my own ways of practicing	29	3.5862	0.5012	-4.4458	0.0001
I am confident about planning my own learning	29	3.6897	0.6603	-2.5312	0.0173
I am confident about explaining what I need English for	29	3.5862	0.6278	-3.5496	0.0014
I am confident about setting my own learning goals	29	3.4483	0.8275	-3.5906	0.0012
I believe that I can communicate in English without knowing the rules	29	3.4828	0.7378	-3.7754	0.0008
I am confident about checking my work for mistakes	29	3.3448	0.7209	-4.8941	0.0000

Comparison of Pre-test and Post-test Scores of the Students in the Experimental Group

Level of Attitude of the Students toward Approach to Language Learning

The statistical analysis to determine differences within the experimental group between pre- and the post-intervention in terms of attitude of the students toward approach to language learning shows two factors with significant differences.

		Mean	Std. Deviation	F	Sig.
Positive praises from the teacher are among most important rewards in successful language learning	Pre Test	3.6207	0.7277	6.4112	0.0142
	Post Test	4.1034	0.7243		
I believe feedback on my language learning from the teacher helps me most	Pre Test	4.1724	0.6017	7.2518	0.0093
	Post Test	4.5862	0.5680		

The results show that, after the intervention, the students think they know more how to learn English well as their mean of the item ‘I know how to study English well’ increase from 3.6207 to 3.8624. However, after the intervention, only the student’s attitudes toward the teacher’s praises and feedback in relation to their language learning which are significantly difference.

The students’ beliefs that ‘positive praises from the teacher are among most important rewards in successful language learning’ and that ‘feedback on language learning from the teacher helps most’ **increase** significantly after the intervention.

Level of Attitude of the Students toward the Role of Teacher in Language Learning

The statistical analysis to determine differences within the experimental group between pre- and the post-intervention in terms of attitude of the students toward the role of teacher in language learning shows only one factors with significant differences.

		Mean	Std. Deviation	F	Sig.
I believe that the role of the teacher is to give me regular tests	Pre Test	4.1724	0.7106	5.0118	0.0292
	Post Test	4.5517	0.5724		

Although there are some changes of the students' attitudes toward the teacher's roles, the changes are only slightly differences. The students' belief that 'the role of the teacher is to give regular tests' is the only factor that **increase** significantly after the intervention.

Level of Attitude of the Students toward the Role of Learner in Language Learning

There is no significant difference within the experimental group between pre- and the post-intervention in terms of attitude of the students toward the role of learner in language learning.

Level of Attitude of the Students toward the Learner Confidence in Language Learning

The statistical analysis to determine differences within the experimental group between pre- and the post-intervention in terms of attitude of the students toward the learner confidence in language learning shows one factors with significant differences.

		Mean	Std. Deviation	F	Sig.
I believe that I should find my own opportunities to use the language	Pre Test	3.3448	0.6695	10.5981	0.0019
	Post Test	3.9655	0.7784		

Similar to the results of the attitude toward language learning, after the intervention, the students think they know best how well they are learning (mean score increase from 3.5862 to 3.8966). Their confidence in setting learning goal reduced from 3.7931 to 3.4483. However, only the students' belief that 'I should find my own opportunities to use the language' **increases** significantly after the intervention

Comparison of Pre-Test and Post-Test Scores of the Students in the Control Group

Level of Attitude of the Students toward Approach to Language Learning

The statistical analysis to determine differences within the control group between pre- and the post-test in terms of attitude of the students toward approach to language learning shows one factors with significant differences.

		Mean	Std. Deviation	F	Sig.
I believe that opportunities to use the language should be provided by the teacher	Pre Test	2.2917	0.6903	4.0636	0.0497
	Post Test	1.8750	0.7409		

The students' belief that 'opportunities to use the language should be provided by the teacher' **decrease** significantly after the English course. On the other hand the belief of the students in the experimental group regarding this factor increases slightly after the intervention (from 1.8621 to 2.0345)

The level of attitude of the students toward the role of teacher in language learning

While the experimental group significantly agrees more that 'the role of the teacher is to give regular tests', there is no significant difference within the control group between pre- and the post-test in terms of attitude of the students toward the role of teacher in language learning.

Level of Attitude of the Students toward the Role of Learner in Language Learning

The statistical analysis to determine differences within the control group between pre- and the post-test in terms of attitude of the students toward the role of learner in language learning shows one factors with significant differences.

		Mean	Std. Deviation	F	Sig.
I believe that the role of the learner is to know what difficulties he/she has when learning English	Pre Test	4.1250	0.5367	4.0636	0.0497
	Post Test	3.7083	0.8587		

The students' belief that 'the role of the learner is to know what difficulties he/she has when learning English' **decrease** significantly after the pre-test.

Level of Attitude of the Students toward the Learner Confidence in Language Learning

While the experimental group significantly agrees more that 'I should find my own opportunities to use the language' there is no significant difference within the control group between pre- and the post-test in terms of attitude of the students toward the learner confidence in language learning.

Chapter 6

Discussion

Introduction

This chapter presents a summary of findings along with a critical discussion of the findings with reference to the research questions and the broader literature. The discussion paves ways for some important methodological and pedagogical implications which are also presented in this chapter.

Research Question 1: To what extent the use of student portfolio reveals the Thai learners' level of metacognition?

The portfolios are a good mediated tool to uncover the students' *metacognitive knowledge* especially the attitude toward the teacher and the teacher's role. The students show they are well-aware of what they like about the teacher and the teaching methods, although some of their *wants* are technically not possible or too much for the teacher to do in the classroom. For example, "The teacher should speak English with a native-like accent", "I like the teacher to say more jokes so students will not get bored" these are difficult for the Thai teacher to do at the same time. However, since the students prefer to write their ideas down in the portfolios more than telling the teacher directly, the portfolios help the teacher to understand what the students actually think about the teacher self and the teaching.

While the students are good at revealing what they like about the teacher and the teaching, they are not good at reflecting on their own abilities and roles as language learners. The only explicit role the students have, shown in the portfolios, is 'learner as follower'. This attitude is correlated to the belief that the main role of the teacher is to teach and be a role model to be strictly followed by the students. Though there is little information on the students' attitude toward their roles, this information is still helpful when the teacher has to find the appropriate way to mediate language learning. For example, in this research the portfolios help the teacher to understand that her students only focus on learning and developing the language, neglecting the development of their attitude and skills in language learning. The teacher can learn from the portfolios and find ways to solve this false attitude.

Similar to their attitude toward learner roles, the students only have few ideas on what learning the language should be. They see that the native speaker is a role model who can motivate them to speak English with correct pronunciation and that learning English is mainly to learn vocabulary. The focus on learning the vocabularies may be the cause of a traditional teaching method which focuses on grammar and vocabulary recitation. And since most of the students cannot do well in grammar and vocabulary learning, their confidence in language learning tends to be negative.

The students think English is difficult and that is why they do not like learning English. In addition, they think they are not good at English though they barely have a chance to use the language outside the classroom. The answer below shows the students' belief in values of English.

"...now I realize that people speak English everywhere so I started to pay more attention to learning and now I know English is not all difficult but there are some easy parts"

Though they understand the values of English, the students use English grammar and vocabulary examinations as a basis to determine their language ability. As a result they overlook their potential to communicate in real life, and strategies they can use for real communication. Tudor (1992) pointed out that it may be necessary to maintain traditionally structured learning activities, while slowly implementing more communicative activities, in the context where explicit grammar and rote learning are prevailing activities.

The portfolios also help revealing the students' current level of metacognitive strategies. For the ability to reflect on learning process and learning task, the students can only reflect on facts of things they have learnt but not their feeling toward those things. Wenden (1998) differentiate knowledge about fact of the task (domain knowledge) from knowledge about feeling toward the task (task knowledge), and point out that task knowledge is significant for metaognitive knowledge development. When the students reflect on their feeling, it is more useful for both the students and teacher than on facts. For the teacher, she can notice why students think English is difficult, whether it is because the language itself, the students themselves, or the teacher. For students, they can compare their attitude toward their learning from different weeks and see their progress.

With the belief of their role as followers and limited reflective skill, the students cannot set their own learning goals. The most frequently mentioned goal is to learn vocabularies, which is similar to their attitude toward language learning. Furthermore, the students can not differentiate how to describe their ways of learning, planning for learning, and process of learning without help from the teacher. Tudor (1992) noted that "learners with a dependent attitude are likely to feel less at ease in assuming an active and contributory role in planning their learning". The portfolios in this research, therefore, reveal that the students need supportive trainings on learning skills and metacognitive strategies.

Research Question 2: What is the Thai learners' attitude toward the usefulness and practicality of student portfolio in relation to the language teaching and learning?

Most students think portfolios are useful. It helps them review, memorize, and understand English better. They think it also help seeing the progress of their knowledge. Most students think the portfolios do not have any disadvantage. However, when asked in more detail time constraint seems to be the major limitation of applying portfolios to this EFL classroom context.

Among all usefulness of the portfolios, the most important one is providing the students with a space to express their views to the teacher. However, most student write their suggestions about teaching to the teacher but the teacher only respond very generally for a few times. These benefits and limitations of the portfolios are similar to those mentioned in Pavlou and Ioannou (2002). However there is a different finding on the benefit which shows in the present research that the portfolios did not facilitate on-going interaction between teacher and student. Both teacher and learners requires time and training to become familiar with the on-going reflection process.

The portfolios help learners in reflection process, but it lacks what Parlou and Ioannou suggested which is "to review and assess the portfolio by the learners *with the teacher*". The portfolios did not get back to the students with enriched new perspectives, new insights, advice or support. The results show the students see values in expressing their ideas in the portfolios but the teacher did not pay enough attention to the studies. These incongruence attitudes toward values of ideas cause the portfolios ineffectively used, especially in this classroom where the students depend so much on the teacher.

The results also show that the students still need helps from the teacher since they reveal in the portfolios the reason they did not fill-in the homework part is because they had to do it by themselves. The teacher's reading the portfolios and giving feedbacks is important to the use of portfolios to develop metacognition.

In addition, the students cannot see how the portfolios change their attitude; while the results from the pre-test and post-test show that some particular attitudes in language learning of these students have changed after doing the portfolios. The detailed interview questions also reveal their changes of some attitudes. This may be because the students have difficulties reflection on their attitude form the beginning to the end of the course. They need training in reflecting and thinking processes. They need helps from the teacher and the teacher should pay closer attention to their needs or wants and slowly draw back when the students are ready to take care of their learning. Joseph (2003: 152) suggested the activity to develop metacognition by "having the teacher provide direct instruction with modeling, maintain an on-going dialogue about metacognition and allow students to regularly practice new insights for the purpose of becoming autonomous learning.

For the design of the portfolios, most students suggests "to put more drawing parts", and to give choices to choose the answer, instead of asking to write in sentences. The students are used to asking to choose from the provided choice rather than writing, although they think they can write to explain their opinion related to the class work.

Research Question 3: Does the use of student portfolio develop the Thai learner's level of metacognition?

Research Question 3.1: What is the Thai learners' level of metacognition before and after the English course?

Similar to what shown in the portfolios, most students' beliefs toward language learning show they still depend on the teacher. The most strongly agreed before the course is that "I believe the teacher should be an expert at showing students how to learn". After the intervention, mean scores of all the factors related to teacher-dependent increase. The factor which shows student responsible, i.e. "I know how to learn English well" also increases. This result shows that although the students have

more confidence after the intervention, they may experience some confusion during the process of recording in the portfolios. They need the teacher's help.

The data from the pre-test also shows correlate results to the data from the portfolios analysis. The results show that the students are teacher-dependent. They think the teacher should do everything in relation to their learning. However, after the intervention, the students depend less on the teacher. They agree less that "the role of the teacher is to decide how long they spend on activities" and "the role of the teacher is to tell their progress". This change of attitude reassures the interview finding that the students think portfolios is useful in helping them see their own progress.

In the portfolios, the students' limited skill to reflect on their learning roles and negative attitude toward the learning confidence are shown. On the other hand, the data from the pre-test and post-test show the students have positive belief on their role as language learner. They are ready to be trained to be responsible for their learning. Now they just need the teacher's help to train them to become more independent.

The mean score of each item in student's attitude toward learner confidence are not very high. The highest mean score is the belief that "my own effort plays an important role in successful language learning. After the intervention, the student confidence in finding ways of practicing is lower. This lower confidence may be the results of the Homework part in the portfolio which the students feel difficult to do and this may cause them feel they are not good at finding their ways of practicing.

However the students agree more that they should find their own opportunities to use English and they know best how well they are learning. After the intervention, the students' dependence on teacher's praises is also significantly increased. This may show that the portfolio helps students to start to see their potential of language learning but with praises and feedbacks from the teacher at this beginning stage of adaptation.

Research Question 3.2: Do the changes of the Thai learners' level of metacognition in the experimental group differ from those of the learners in the control group?

The belief of students in the control group that 'opportunities to use the language should be provided by the teacher' **decrease** significantly after the English course. On the other hand the belief of the students in the experimental group regarding this

factor increases slightly after the intervention (from 1.8621 to 2.0345). The mean scores of attitude toward teacher roles from the students in the control group do not change as much as those of the students in the experimental group. However, the experimental group changes their attitude to depend more on the teacher's feedback. The control group does not change significantly on these factors but decrease on the belief "...that opportunities to use the language should be provided by the teacher". This maybe because using portfolios without teachers feedback increase teacher-dependency to the students and trigger their acknowledgment of their roles and potential at the same time.

As discussed before, the students in both experimental and control groups have positive attitude toward their roles that they have to do more than just to follow the teacher. They only need chance and motivation to perform those roles. After the intervention, portfolios does not change the experimental group attitude but the students in the control group reduce their belief that "the role of the learner is to know what difficulties he/she has when learning English"

While there is no significant difference within the control group between pre- and the post-test in terms of attitude of the students toward the learner confidence in language learning, students in the experimental group significantly agrees more that 'I should find my own opportunities to use the language'. The positive beliefs in the leaner's role and learning confidence confirm Desautel's (2009) belief that written self-reflection tools help enrich students' self-awareness as learners. According to the sociocultural theory, human strategic action can be developed through interactive setting or activity (Wenden, 1998). The education programs can develop metacognition by incorporating activities which have its aim of encouraging these kinds of mediated questions: 1) what am I trying to accomplish? 2) what strategies am I using? 3) how well am I using the strategies? and 4) what else could I do to improve my learning? (Anderson, 2002).

Desautel (2009) also suggests that reflection practices can only exist in the classroom with supports from the school system, for example 1) the curricula should contain explicit aim of developing learners' self-awareness, and 2) explicit time allotting for developing reflection practices for both teachers and learners should be provided. In addition, the institutional and national examinations should have more orientation on all aspects of performance, attitude, and proficiency-based examination.

Cotterall and Murray (2009: 42) also suggested five significant affordances which should be provided for the learner development: 1) personalization, 2) engagement, 3) reflection, 4) experimentation, 5) support. The personalization is the opportunity for the students to explore their identities as learners and to adapt their learning to suit their identities, such as the goal setting and the material selection processes. The engagement is the opportunity for direct engagement in the practice of learning rather than passively consuming teacher-delivered lessons. The reflection is the opportunity to reflect on the learning process. The experimentation is the opportunity for experimenting the chosen goals, materials, and strategies. The final affordance is the support provided by the teacher, such as the learning strategy guides mini-lessons, peer and teacher interactions. These issues are important for fostering development of multiple skills in language learning including language and metacognitive skills.

Chapter 7

Conclusion

One of the most crucial constraint factors in the learning process of the Thai EFL learners is their level of metacognition. The learners seem to be embedded with false metacognitive knowledge and equipped with ineffective metacognitive strategies. This research has explored the systematic use of student portfolios to assess and develop these constraints in EFL learning. In addition to raising the unproductive beliefs and behaviors to the students' awareness, the portfolio was designed as a mediated tool to teach learning strategies and to promote positive beliefs in the language learning.

The results of the explorations so far constructs some useful knowledge about the use of student portfolios as an alternative approach in the EFL learning, and a resource for self, social, and artifact mediated tool to develop metacognition. The findings from the portfolios and the pre-test and post-test suggest that the portfolios are useful tool in revealing and developing language learning attitudes and strategies of the learners. From the interview results, most students express their opinions that the portfolios are useful tool for improving and assessing their language learning. However, the major limitations of applying portfolios to this EFL classroom context are time constraint and lack of training for both the teacher and learners.

The research findings in general have also provided a support to the initial assumptions based on the sociocultural theory that learners need supportive context and collaborative works to construct and re-construct knowledge. Although the portfolios was proved to effectively document reflective thought of the learners, the thoughts were not developed correctly due to lack of ongoing interaction and support from the teacher.

In conclusion, this research results contribute to the knowledge on using student portfolios to develop metacognition in the language learning in a Thai EFL classroom or the similar contexts. The discussion section have indicated, how insights yield by the research results can be applied by those EFL teachers who wish to make the student portfolios an integral part of their language instruction and assessment. the conclusion, therefore, will outline suggestions for the more practical and effective implications of the student portfolios in the EFL learning.

The suggestion for the EFL teachers is that they should incorporate metacognitive thinking skills training into the basic language learning activities. The teachers should develop a more reflective approach to learning, and provide some guidance in improving and expanding the learners' knowledge about learning. The research results show it should be more advantages than disadvantages to gradually integrate this kind of training activity, but not abruptly changing the whole culture of the teaching and learning, to the traditionally teacher-centered classroom.

The teachers are suggested to follow Goh and Taibs' (2006: 230) suggestion on a comprehensive program for metacognition training by "using a variety of methods which include reflection and discussion, teacher modeling, integrated sequences of activities that focus alternately on text and process..." Thus, by focusing explicitly on self, social, and task mediations, metacognition training will raise learners' awareness of key aspects of the language learning.

The recommendations for the teacher training and the EFL education policy is that, for the more effectively use of the portfolios, both teacher and learners need institutional and national strategic planning to allocate efficient time for metacognition training. As it is shown also that, because of lack of time and training, the Thai English teachers seldom have on-going reflective interaction or conversation on metacognition in language learning with their students. Furthermore, teacher education programs should involve the study of metacognitive awareness and strategies training in their curriculum. The development of teacher training curriculum to incorporate metacognition training is hoped to awaken teachers and education planners' awareness of the importance of metacognitive intelligence.

Future research on mediated language portfolios may conduct with more mature learners. Mature learners tend to have a wider experience than the young learners in the present research. Thus, they tend to develop more varied reflective ideas in the portfolios. Future research may also conduct the experimental study on the use of student portfolios and at the same time provide metacognition training to find out to what extent the training help develop both teacher and learner's reflective skills.

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Appendix 1

Metacognition: Pre-test And Post-test

(Adapted from Cotterall, 1995)

Please indicate how much you agree or disagree with each of these statements about your language learning by circling the number which matches your answer.

strongly agree	agree	neutral	disagree	strongly disagree
1	2	3	4	5

Section 1 Learner's perceptions towards language learning

S1-1 I am willing to find my own way of practicing if I get help from the teacher

1 2 3 4 5

S1-2 I believe feedback on my language learning from the teacher helps me most

1 2 3 4 5

S1-3 I believe that opportunities to use the language should be provided by the teacher

1 2 3 4 5

S1-4 I believe the teacher can teach me the best way to learn a language

1 2 3 4 5

S1-5 I believe the teacher should be an expert at showing students how to learn

1 2 3 4 5

S1-6 I believe to learn English is to learn grammar and vocabulary

1 2 3 4 5

S1-7 I know how to study English well

1 2 3 4 5

S1-8 I believe my language learning success depends on what the teacher does in the Classroom

1 2 3 4 5

S1-9 Positive praises from the teacher are among most important rewards in successful language learning

1 2 3 4 5

S1-10 I believe the teacher's preparation is very important in successful language learning

1 2 3 4 5

Section 2 Learner's perceptions towards the teacher roles in language learning

S2-1 I believe that the role of the teacher is to tell me what to do

1 2 3 4 5

S2-2 I believe that the role of the teacher is to help me to learn effectively

1 2 3 4 5

S2-3 I believe that the role of the teacher is to tell me what progress I am making

1 2 3 4 5

S2-4 I believe that the role of a teacher is to say what my difficulties are

1 2 3 4 5

S2-5 I believe that the role of the teacher is to create opportunities for me to practice

1 2 3 4 5

S2-6 I believe that the role of the teacher is to decide how long I spend on activities

1 2 3 4 5

S2-7 I believe that the role of the teacher is to explain why we are doing an activity

1 2 3 4 5

S2-8 I believe that the role of teacher is to set my learning goals

1 2 3 4 5

S2-9 I believe that the role of the teacher is to give me regular tests

1 2 3 4 5

S2-10 I believe that the role of the teacher is to offer help to me

1 2 3 4 5

Section 3 Learner's perceptions towards the learner roles in language learning

S3-1 I believe that the role of the learner is to be able to see the progress he/she makes

1 2 3 4 5

S3-2 I believe that the role of the learner is to test how much he/she has learned

1 2 3 4 5

S3-3 I believe that the role of the learner is to try new things out by oneself

1 2 3 4 5

S3-4 I believe that the role of a learner is to know which aspects of English he/she wants to improve

1 2 3 4 5

S3-5 I believe that the role of the learner is to find opportunities to practice English

1 2 3 4 5

S3-6 I believe that the role of the learner is to plan his/her own English learning

1 2 3 4 5

S2-7 I believe that the role of learner is to set his/her learning goals

1 2 3 4 5

S2-8 I believe that the role of the learner is to know what difficulties he/she has when learning English

1 2 3 4 5

S2-9 I believe that the role of the learner is to look for solutions to his/her problems

1 2 3 4 5

S2-10 I believe that the role of the learner is to seek help from the teacher

1 2 3 4 5

Section 4 Learner's confidence in his or her own language learning ability

S3.1 I am confident about finding my own ways of practicing

1 2 3 4 5

S3.2 I believe that I can communicate in English without knowing the rules

1 2 3 4 5

S3.3 I am confident about checking my work for mistakes

1 2 3 4 5

S3.4 I am confident about explaining what I need English for

1 2 3 4 5

S3.5 I am confident about setting my own learning goals

1 2 3 4 5

S3.6 I am confident about planning my own learning

1 2 3 4 5

S3.7 I believe I know best how well I am learning

1 2 3 4 5

S3.8 I believe feedback on my language learning that I give myself helps me most

1 2 3 4 5

S3.9 I believe that I should find my own opportunities to use the language

1 2 3 4 5

S3.10 My own effort plays an important role in successful language learning

1 2 3 4 5

Appendix 2

ข้อสอบก่อนการเรียนการสอนเพื่อวัดระดับเมตาความคิดชั้น (การรู้ทันและจัดการความคิด) ของนักเรียนวิชาภาษาอังกฤษ

วงกลมหมายเลขที่สอดคล้องกับระดับความเห็นด้วยหรือไม่เห็นด้วยของนักเรียน

เห็นด้วยอย่างยิ่ง	เห็นด้วย	เฉยๆ	ไม่เห็นด้วย	ไม่เห็นด้วยอย่างยิ่ง
1	2	3	4	5

หัวข้อ 1 ระดับความคิดเห็นที่มีต่อการเรียนภาษาอังกฤษ

S1-1 ฉันควรจะฝึกภาษาอังกฤษด้วยวิธีของตัวเองและขอคำปรึกษาจากครู

1 2 3 4 5

S1-2 ความคิดเห็นและคำแนะนำของครูเกี่ยวกับการเรียนภาษาอังกฤษของฉันจะช่วยพัฒนาการเรียนของฉันได้ดีที่สุด

1 2 3 4 5

S1-3 การหาโอกาสในการใช้ภาษาอังกฤษเป็นหน้าที่ของครูเท่านั้น

1 2 3 4 5

S1-4 ครูจะสอนวิธีการเรียนภาษาอังกฤษที่ดีที่สุดให้ฉันได้

1 2 3 4 5

S1-5 ครูเป็นผู้เชี่ยวชาญที่สามารถชี้แนะวิธีการเรียนภาษาอังกฤษที่ดีที่สุดได้

1 2 3 4 5

S1-6 การเรียนภาษาอังกฤษคือการเรียนคำศัพท์และไวยากรณ์

1 2 3 4 5

S1-7 ฉันรู้ว่าจะเรียนภาษาอังกฤษให้ดีขึ้นได้อย่างไร

1 2 3 4 5

S1-8 ความสำเร็จในการเรียนภาษาอังกฤษของฉันขึ้นอยู่กับการสอนของครูเท่านั้น

1 2 3 4 5

S1-9 คำชมจากครูเป็นรางวัลที่สำคัญที่สุดที่แสดงว่าเราประสบความสำเร็จในการเรียนภาษาอังกฤษ

1 2 3 4 5

S1-10 ความพร้อมของครูในการสอนเป็นสิ่งสำคัญที่สุดต่อความสำเร็จในการเรียนภาษาอังกฤษของฉัน

1 2 3 4 5

หัวข้อ 2 ระดับความคิดเห็นที่มีต่อหน้าที่ของครูในการเรียนภาษาอังกฤษ

S2-1 ครูมีหน้าที่บอกฉันควรจะต้องทำอะไรและทำอย่างไร

1 2 3 4 5

S2-2 ครูมีหน้าที่ช่วยให้ฉันเรียนอย่างมีประสิทธิภาพ

1 2 3 4 5

S2-3 ครูมีหน้าที่รายงานความก้าวหน้าในการเรียนภาษาอังกฤษของฉัน

1 2 3 4 5

S2-4 ครูมีหน้าที่บอกปัญหาของฉันในการเรียนภาษาอังกฤษ

1 2 3 4 5

S2-5 ครูมีหน้าที่หาโอกาสใช้ภาษาอังกฤษให้นักเรียน

1 2 3 4 5

S2-6 ครูมีหน้าที่บอกฉันควรจะใช้เวลาเท่าไรในการทำกิจกรรมหรือแบบฝึกหัดภาษาอังกฤษ

1 2 3 4 5

S2-7 ครูมีหน้าที่อธิบายว่าทำไมจึงต้องทำกิจกรรมแต่ละกิจกรรมในชั้นเรียนภาษาอังกฤษ

1 2 3 4 5

S2-8 ครูมีหน้าที่กำหนดจุดมุ่งหมายในการเรียนภาษาอังกฤษให้ฉัน

1 2 3 4 5

S2-9 ครูมีหน้าที่ทดสอบความรู้ภาษาอังกฤษให้นักเรียนสม่ำเสมอ

1 2 3 4 5

S2-10 ครูมีหน้าที่คอยเสนอความช่วยเหลือให้นักเรียน

1 2 3 4 5

หัวข้อ 3 ระดับความคิดเห็นที่มีต่อหน้าที่ของนักเรียนในการเรียนภาษาอังกฤษ

S3-1 นักเรียนมีหน้าที่ต้องรู้ว่าการเรียนภาษาอังกฤษของคนก้าวหน้าไปถึงระดับไหนแล้ว

1 2 3 4 5

S3-2 นักเรียนมีหน้าที่ทดสอบตัวเองว่าได้เรียนรู้ภาษาอังกฤษไปมากเท่าไรแล้ว

1 2 3 4 5

S3-3 นักเรียนมีหน้าที่ฝึกฝนสิ่งใหม่ด้วยตนเอง

1 2 3 4 5

S3-4 นักเรียนมีหน้าที่ต้องรู้ว่าตนเองต้องพัฒนาภาษาอังกฤษของตนเองในด้านใด

1 2 3 4 5

S3-5 นักเรียนมีหน้าที่หาโอกาสใช้ภาษาอังกฤษด้วยตนเอง

1 2 3 4 5

S3-6 นักเรียนมีหน้าที่วางแผนวิธีการฝึกฝนภาษาอังกฤษด้วยตนเอง

1 2 3 4 5

S2-7 นักเรียนมีหน้าที่กำหนดจุดมุ่งหมายในการเรียนภาษาอังกฤษให้ตนเอง

1 2 3 4 5

S2-8 นักเรียนมีหน้าที่ต้องรู้ว่าตนเองมีปัญหาในด้านใดในการเรียนภาษาอังกฤษ

1 2 3 4 5

S2-9 นักเรียนมีหน้าที่หาทางแก้ปัญหาการเรียนภาษาอังกฤษด้วยตนเอง

1 2 3 4 5

S2-10 นักเรียนมีหน้าที่ขอคำปรึกษาจากครู

1 2 3 4 5

หัวข้อ 4 ระดับความเชื่อมั่นในความสามารถในการเรียนภาษาอังกฤษของตนเอง

S3.1 ฉันมั่นใจในวิธีการฝึกฝนภาษาอังกฤษของตนเอง

1 2 3 4 5

S3.2 ฉันสามารถสื่อสารเป็นภาษาอังกฤษได้ถึงแม้จะไม่รู้หลักแกรมม่าทั้งหมด

1 2 3 4 5

S3.3 ฉันสามารถตรวจการใช้ภาษาที่ผิดของตัวเองได้

1 2 3 4 5

S3.4 ฉันอธิบายได้ว่าทำไมถึงต้องเรียนภาษาอังกฤษ

1 2 3 4 5

S3.5 ฉันตั้งเป้าหมายในการเรียนภาษาอังกฤษของตัวเองได้

1 2 3 4 5

S3.6 ฉันสามารถวางแผนวิธีการฝึกฝนภาษาอังกฤษด้วยตนเองได้

1 2 3 4 5

S3.7 ฉันรู้ดีที่สุดว่าจะเรียนภาษาอังกฤษให้ดีได้อย่างไร

1 2 3 4 5

S3.8 ความคิดเห็นของฉันเพื่อปรับปรุงการเรียนภาษาอังกฤษของฉันทันเองจะช่วยพัฒนาการเรียนของฉันได้ดีที่สุด

1 2 3 4 5

S3.9 ฉันสามารถหาโอกาสพัฒนาภาษาอังกฤษด้วยตัวเองได้

1 2 3 4 5

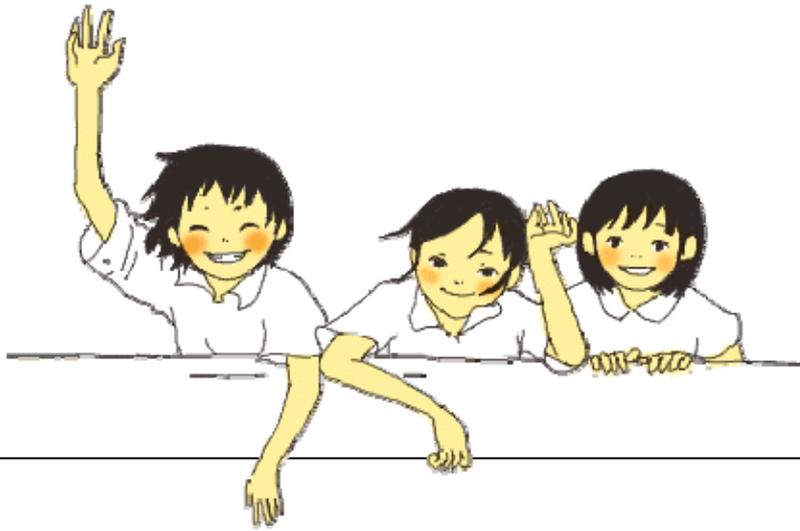
S3.10 ความพยายามของฉันทันเองมีความสำคัญต่อการเรียนภาษาอังกฤษของฉันทันมากที่สุด

1 2 3 4 5

My Portfolio

แฟ้มสะสมงานของฉัน

English Language Learning



Name (ชื่อ).....Class (ห้อง).....

THIS PORTFOLIO IS FOR YOU

นี่เป็นแฟ้มเกี่ยวกับการเรียนภาษาอังกฤษของตนเอง

My English BIOGRAPHY:

(บันทึกประวัติการเรียนภาษาอังกฤษของฉัน)



To keep record of your progress in learning the language

(เพื่อบันทึกความก้าวหน้าในการเรียนภาษาอังกฤษ)



To show what you know and can do in the language

(เพื่อบันทึกความรู้และความสามารถของฉันในการเรียนและใช้ภาษาอังกฤษ)

My English DOSSIER:

(บันทึกกิจกรรมภาษาอังกฤษของฉัน)



To keep some examples of your works in English

(เพื่อสะสมตัวอย่างงานภาษาอังกฤษของฉัน)



To record how you learn English

(เพื่อบันทึกว่าฉันเรียนภาษาอังกฤษอย่างไร)



To record how you feel about learning the language

(เพื่อบันทึกความรู้สึกของฉันที่มีต่อการเรียนภาษาอังกฤษ)

ถ้าคุณนะจ๊ะ

ถ้าเนื้อที่ในแต่ละหน้าและแต่ละหัวข้อไม่พอนักเรียนสามารถเขียนลงกระดาษอื่นๆแล้วเอามาใส่ในแฟ้มนี้ได้
โดยทำหมายเหตุให้ครูทราบด้วยว่าเขียนต่อจากไหน

**My English
BIOGRAPHY**

วาดรูปเกี่ยวกับการเรียนภาษาอังกฤษ

My English Learning BIOGRAPHY:

(ประวัติการเรียนภาษาอังกฤษของฉัน)

- How long I have been learning English?

(เรียนภาษาอังกฤษมานานเท่าไรแล้ว).....

- Where I learn English?

(เรียนที่ไหนบ้าง).....

.....

.....

- In English language, I'd like to be able to...

(ฉันอยากใช้ภาษาอังกฤษเพื่อทำสิ่งเหล่านี้ได้ เช่น...).....

.....

.....

In Learning English:

Things I like doing in the lessons

(สิ่งที่ฉันอยากทำในวิชาเรียนภาษาอังกฤษ)

.....

.....

Things I am good at

(สิ่งที่ฉันทำได้ดีด้านภาษาอังกฤษ).....

.....

.....

Things I find difficult

(สิ่งที่ฉันคิดว่ายากเกี่ยวกับภาษาอังกฤษ).....

.....

.....

.....

I learn best when

(วิธีที่ฉันจะเรียนภาษาอังกฤษได้ดีคือ).....

.....

.....

**My English
BIOGRAPHY**

(ประวัติการเรียนรู้ภาษาอังกฤษของฉัน)

MY PROGRESS IN LEARNING ENGLISH

(ความก้าวหน้าในการเรียนรู้ภาษาอังกฤษของฉัน)

My English DOSSIER

(บันทึกกิจกรรมภาษาอังกฤษของฉัน)



Record what you have learnt in the English class

(บันทึกสิ่งที่เรียนในห้องเรียนภาษาอังกฤษ)



Record how you learn English in the class and at home

(บันทึกวิธีการเรียนในห้องเรียนและฝึกฝนด้วยตนเองที่บ้าน)



Show examples of your works that help you learn English

(แสดงตัวอย่างงานของฉันและสิ่งๆที่ช่วยในการฝึกฝนภาษาอังกฤษให้กับฉัน)

Week..... : HOMEWORK

(สัปดาห์ที่ : การบ้าน)

My ways to practice the lesson this week

(วิธีของฉันในการฝึกฝนเนื้อหาภาษาอังกฤษที่เรียนสัปดาห์นี้)

- 1
- 2
- 3

Give one example of your activity to practice the lesson

(อธิบายกิจกรรมหนึ่งอย่างที่นักเรียนทำเพื่อฝึกฝนเนื้อหาภาษาอังกฤษที่เรียนสัปดาห์นี้)

The activity (สิ่งที่ทำหรือกิจกรรมนี้คืออะไร):

.....

The Goal (ทำเพื่ออะไร):

The Planning (วางแผนการทำกิจกรรมนี้ยังไง):

- 1.....
- 2
- 3

The Process (ขั้นตอนของกิจกรรมนี้เป็นอย่างไร):

- 1
- 2
- 3

How does it help you learn the lesson?

(กิจกรรมนี้ช่วยฝึกฝนและพัฒนาเนื้อหาภาษาอังกฤษที่เรียนสัปดาห์นี้ให้นักเรียนได้อย่างไร).....

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.....

.....

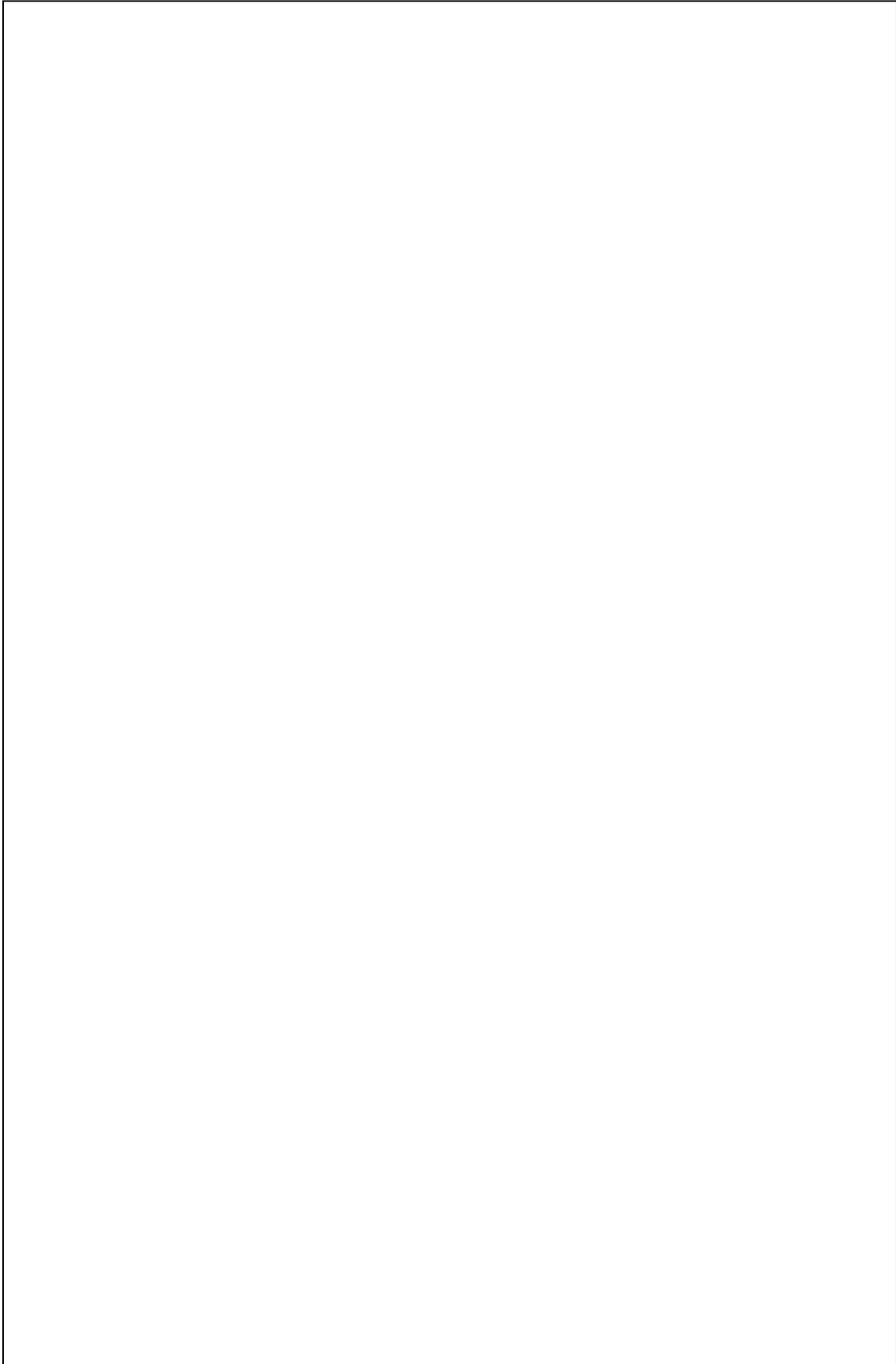
.....

**Don't forget to rate your progress of this week in the "My Progress in Learning English"**

(อย่าลืมไปให้คะแนนความก้าวหน้าในการเรียนภาษาอังกฤษแต่ละสัปดาห์ที่หน้า "ความก้าวหน้าในการเรียนภาษาอังกฤษของฉัน" (หน้ารองสุดท้าย) ด้วยนะจ๊ะ

Show the example of you homework here:

(โชว์ตัวอย่างผลงานการบ้านของฉันทันนี้)

A large, empty rectangular box with a thin black border, intended for students to show their homework examples. The box is currently blank.

My English BIOGRAPHY
(ประวัติการเรียนรู้ภาษาอังกฤษของฉัน)

MY PROGRESS IN LEARNING ENGLISH

(ความก้าวหน้าในการเรียนภาษาอังกฤษของฉัน)

คำสั่ง : ทำเครื่องหมาย × ในช่องที่นักเรียนคิดว่าเป็นระดับความสามารถของตัวเองในการเรียนแต่ละครั้ง

Very Good (ดีมาก)	Good (ดี)	Fair (ธรรมดา)	Bad (ไม่ดี)	Very Bad (ไม่ดีมากๆ)
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Week 1

Week 2

Week 3

Week 4

Week 5

Week 6

Week 7

Week 8

Week 9

Week 10

Week 11

Week 12

Week 13

Week 14

Week 15

Week 16

Week 17

Week 18

Week 19

Appendix 4

Results from the Interview

Group Interview

Question 1: Do you think portfolios are useful?

S1: Yes.

S2: Yes.

Question 2: How useful are they?

S1: It helps review what we have studied and write down in the portfolios so we can memorize the things we have learned.

S2: It helps us see the progress of our knowledge.

S3: It helps understand English better because we can summarize what we have learnt in the portfolios so it is like we study the same thing twice.

Question 3: Do you think portfolios have some limitations to your learning?

S1: No.

Question 3.1: Do you think it takes longer time than usual to do portfolios?

S3: No, it likes doing our homework and exercises.

Question 3.2: If you have homework, will you also do the portfolios?

S3: The teacher did not give much homework, so we have time to do portfolios.

Question 4: Did you do the portfolios every after English class?

S2: There is too much.

Question 4.1: What is too much, why didn't you do the portfolios regularly?

S4: Too much homework from other subjects.

S3: And the portfolios have too many pages, when I first saw I was shock. (laughing)

S4: If you have put less pages and add more pages later we might have more will to do it regularly.

Question 4.2: Why didn't you fill in your class-work and comments during the last few weeks before the course finish?

S2: There are many school activities.

Question 4.3: So, it is not because of the portfolios but because of school work and activity overload?

S2: Yes.

S3: And the teacher did not seriously warn us to do it.

Question 5: Back to the portfolios, which part of them that you like the most?

S1: I like this page that we can write down what is useful or not useful in relation to the content we have learnt.

S2: I like telling what is difficult and not difficult.

S3: I like showing examples of the class-work.

S4: I like both summarizing and drawing parts.

Question 5.1: Why do you like those parts?

S2: Because we can write our own ideas. I know what we think, so I can explain easily.

S3: I like it because I can collect and show my works.

S1: Because it gives opportunities for reviewing what we have studied in the class.

Question 6: Which part that you don't like?

S2: Homework.

S3: Homework, because I did not understand what to do.

Question 6.1: Didn't the teacher tell you how to do the homework part?

S3: No.

S3: And because we have to do this part by ourselves at home.

S2: I did not understand the content we have learnt in the class clearly, so I cannot do the homework by myself.

S1: When we learnt in the class, we understood, but when we went back home, we forgot.

Question 6.2: If the teacher explains in more detail how to expand the study by yourself, do you think you can do it?

SS: Yes.

S1: That will be very useful.

Question 7: Comparing the drawing and the writing parts which one is easier?

SS: The drawing parts.

Question 7.1: If I will revise the portfolios, how would you suggest?

S2: To put more drawing parts.

S3: Giving choices for us to choose the answer, instead of asking to write in sentences.

Question 7.2: Do you sometimes write in sentences or essay for your homework?

S3: Not very often.

S4: Just and answer questions in short sentences.

Question 7.3: Do you think you can write to explain your opinion related to the class work?

SS: We can.

Question 7.3.1: But you didn't do it during the last few weeks just because you do not have time?

SS: Yes.

Question 8: Do you think doing portfolios gives you motivations to know more about the content you learnt in the class?

S2: Yes, but we do not have time.

Question 9: Do you think doing portfolios gives you chances to express your ideas to the teacher?

SS: Yes.

Question 9.1: Did you tell your opinion to the teacher? And did she reply?

S3: I did and she responded twice.

Question 9.2: How do you feel?

S3: It is like I was talking with her.

Question 9.3: How about the others, how do you feel when you receive feedback from the teacher?

S2: It helps realizing what I did wrong.

S1: She gave suggestions and that is good to know what to improve.

S4: Good comments or compliments from the teacher give me encouragement and I felt pound of myself.

Question 9.4: Do you want more correspondence from the teacher?

SS: Yes.

S2: I want to know whether what we did or thought was right or wrong.

S3: If she replied regularly, I would do the portfolios more often than what I did.

Question 10: Do you normally talk to you teacher when you have problem related to learning?

SS: No.

Question 10.1: Who do you talk to?

S1: Our friends.

Question 10.2: With these portfolios do you prefer to write your problem to the teacher or still talk to your friends?

S1: Write to the teacher and also talk to friends.

S2: Yes.

Question 10.3: Why do you think you can write to the teacher but you didn't want to talk to the teacher in person?

S2: I don't want to bother her.

S3: I'm shy to talk about problem because we are not used to talking to the teacher, but writing is not a face-to-face communication.

Question 11: Do you think doing portfolios helps improve your English? And how?

S1: Yes, it helps memorize what we studied

S4: Yes, it helps us review and reflect on things we have studied in the class.

S3: It helps seeing our progress

Question 12: Do you think your opinion toward your role as language learner has changes after doing portfolios? And How

S1: Yes, we have to study harder and we have to study at home by ourselves.

S2: Not really.

Question 12.1: What is your role as language learner in your opinion before doing portfolios?

S2: Pay attention, and study hard

Question 12.2: What is your role as language learner in your opinion after doing portfolios?

S2: The same.

S3: Not really change.

Question 13: Do you think your opinion toward the teacher's role have changes after doing portfolios?

S1: No.

Ss: Not really.

Question 14: Do you prefer the teacher to just assign you to do these portfolios without other homework?

SS: Yes.

S2: Perhaps, I'm not sure.

Question 15: What is your understanding of the main objective of the portfolios?

S1: To understand our progress in learning English.

Question 15.1: And can you tell your progress?

S1: Yes, it is better.

S2: To understand our ideas or opinions about language learning.

Individual Interview

S1

Q: Your attitude toward "learning English is to learn vocabulary and grammar" have changed from agree to disagree, why?

S: Because I feel like I have to do so many things not just learning vocabulary and grammar, I have to do portfolios and explain my opinions.

Q: Your attitude toward "the teacher has to assess our learning" has changed from strongly agreed to less agree, why?

S: We can assess our own progress.

Q: Your attitude toward "the teacher has to identify our difficulties" has changed from less agreed to strongly agree, why?

S: I still think the teacher should tell us, and also we should know our problems.

Q: Your attitude toward "the teacher should find opportunities for our learning" has changed from strongly agreed to less agree, why?

S: We should learn by ourselves.

Q: Your attitudes toward your roles as more active learners have changed from just agree to strongly agree, why?

S: Because we should not just rely on the teacher but we should study by ourselves as well.

Q: Do you think the portfolios change these attitudes of yours?

S: Yes.

Q: After the intervention, you seems to agree less in the questionnaire that “students have to understand and find solutions their own problems”, why?

S: Because I still wants friends and the teacher to help.

S2

Q: Your attitude toward “leaning English is to practice by yourselves with some comments from the teacher” have changed from agree to strongly agree, why?

S: Because I’m worried of what I did wrong and my I might fail, so I need to practice more and also need helps from the teacher.

Q: Your attitude toward “teacher’s praises are rewards” has changed from neutral to strongly agree, why?

S: I want the teacher to pay closer attention to my learning performance.

Q: After the intervention, you seem to agree less in the questionnaire on the factors related to the teacher’s roles, why?

S: The teacher already teaches us in the class, we have to take care of ourselves after the classes.

Q: Your attitude toward “students should assess their own learning” has changed from agree to less agree, why?

S: The teacher should take care of assessment while the students take care of learning.

Q: But your agreement toward other responsibilities of learner have increased after the intervention, do you think the portfolios change these attitudes of yours?

S: Yes, in the past I just studied and forgot but using portfolios helps me realize that I take more responsibilities to review what I study in the class and how I feel about it. But because I am lazy so I did not complete every part of the portfolios.

S3

Q: Your attitude toward “leaning success depend on the teacher and the teacher’s praises are rewards” have changed from agree to strongly agree, why?

S: Yes, when I don’t understand I want the teacher to help. But we still have to do the study by ourselves not to have the teacher tell me everything.

Q: Your attitudes toward all the factors related to active learners have changed from agree to strongly agree, why?

S: Because we have to do things by ourselves more than before.

Q: Do you think the portfolios change these attitudes of yours?

S: Yes.