

MINISTRY OF EDUCATION AND TRAINING



NGUYEN THU QUYNH TRANG

**PROMOTING HIGHER ORDER THINKING SKILLS THROUGH FORMATIVE ASSESSMENT:
A CASE STUDY AT HOA SEN UNIVERSITY**

Master of Arts in English Language Studies

Student's code: 2199480

Supervisor's name: Dr. Tran Ngoc Tien

HO CHI MINH CITY, MARCH 2023

TABLE OF CONTENTS

LIST OF TABLES AND FIGURES	1
LIST OF ABBREVIATIONS	2
ACKNOWLEDGEMENTS	3
ABSTRACT	4
CHAPTER 1 INTRODUCTION.....	6
1.1 Background to the study	6
1.2 Statement of the problem	7
1.3 Aims of the study.....	8
1.4 Research questions.....	9
1.5 Significance of the study	10
1.6 Scope of the study	10
CHAPTER 2 LITERATURE REVIEW	11
2.1 Introduction.....	11
2.2 A Review of Theories related to HOT and Formative Assessment	11
2.2.1 HOTS (Higher-Order Thinking Skills).....	11
2.2.1.1 Definitions of HOT (Higher-order Thinking).....	11
2.2.1.2 Taxonomies of HOTS.....	13
<input type="checkbox"/> Bloom’s Taxonomy	13
<input type="checkbox"/> SOLO Taxonomy	15
<input type="checkbox"/> TOTS.....	15
2.2.2 Formative Assessment	17
2.2.2.1 Terminology	17
2.2.2.2 Definitions of Formative Assessment.....	18
2.2.2.3 Features of Formative Assessment.....	19
2.2.2.4 Challenges of implementing Formative Assessment	21
2.2.3 HOTS and Formative Assessment.....	22
2.2.3.1 Generalities	22
2.2.3.2 HOTS in Language classrooms	24
2.2.3.3 HOTS in Formative Assessment	26
2.3 A Review of Relevant Studies	27
2.4 Theoretical frameworks of the study	29

2.5	Chapter summary: Gaps and the conceptual framework.....	32
CHAPTER 3	METHODOLOGY	35
3.1	Research design.....	35
3.2	Research site.....	36
3.3	Participants.....	36
3.3.1	Teacher participants.....	37
3.3.2	Student participants	37
3.4	Sources of data	38
3.4.1	Face-to-face Interviews.....	38
3.4.2	3.4.2 Survey interviews.....	39
3.5	Data analysis.....	40
CHAPTER 4	FINDINGS AND INTERPRETATIONS.....	41
4.1	Importance of HOTS promotion in FA	41
4.1.1	Findings.....	41
4.1.1.1	HOTS Importance to Teachers	41
4.1.1.2	HOTS Importance to Students.....	43
4.1.1.3	Important benefits and conditions of HOTS promotion in FA	45
	<input type="checkbox"/> HOTS and Deep learning approach.....	46
	<input type="checkbox"/> Teachers' role associated with qualifications and qualities	46
	<input type="checkbox"/> Policy as a framework for HOTS promotion in FA.....	47
	<input type="checkbox"/> Appropriate test tasks to promote HOTS.....	49
4.1.2	Discussion of HOTS importance in FA	50
4.2	Experiences with HOTS Promotion in FA	54
4.2.1	Findings.....	54
4.2.1.1	Challenges of HOTS promotion in FA	54
	<input type="checkbox"/> Test-related Issues.....	54
	<input type="checkbox"/> Adherence to course outlines	56
	<input type="checkbox"/> Students' achievement levels.....	57
	<input type="checkbox"/> Lack of HOTS knowledge	57
	<input type="checkbox"/> Lack of HOTS requirements in course outlines.....	57
4.2.1.2	Practices of HOTS promotion in FA.....	58
	<input type="checkbox"/> Teachers' practices	58
	<input type="checkbox"/> Students' remarks.....	62

4.2.2	Discussion of HOT promotion	64
4.2.2.1	Workload issues	64
4.2.2.2	Student-related issues.....	66
4.2.2.3	Policy as an important factor	66
4.2.2.4	Teacher-related issues	68
4.2.2.5	As an aside: Test tasks, thinking skills and learning approach.....	69
4.3	Chapter Summary	70
Chapter 5 CONCLUSION		72
5.1	A summary of the study	72
5.1.1	Purpose and Methodology of the study.....	72
5.1.2	Findings.....	72
5.2	Implications of the study	73
5.2.1	For administrators	73
5.2.2	For teachers	74
5.2.3	For students	75
5.3	Limitations of the study	76
5.4	Recommendations for further research.....	77
REFERENCES		78
APPENDICES		84
Appendix 1: Questions used in the interview sessions with Teachers.		84
1.1	Face to Face Interview	84
1.1.1	English version	84
1.1.2	Vietnamese version	86
1.2	Survey Interview (via a questionnaire):.....	87
1.2.1	English version	87
1.2.2	Vietnamese version	89
Appendix 2: Students' questionnaire		91
2.1	English version	91
2.2	Vietnamese version	94