Developing Higher Order Thinking Skills of Junior Students through the Flipped Classroom Instruction and Task-Based Teaching in a Literature Course
การพัฒนาทักษะการคิดขั้นสูงผ่านการสอนโดยใช้ห้องเรียนกลับด้าน และการสอนแบบอิงงานปฏิบัติในรายวิชาวรรณคดี

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บทคัดย่อ

งานวิจัยกึ่งทดลองที่เก็บข้อมูลทั้งเชิงปริมาณและเชิงคุณภาพฉบับนี้มีวัตถุประสงค์ 1) เพื่อพัฒนาทักษะการคิด ขั้นสูงของผู้เรียน ผ่านการใช้รูปแบบการสอนด้วยห้องเรียนกลับด้านและการสอนแบบอิงงานปฏิบัติและ 2) เพื่อสำรวจ ความคิดเห็นของผู้เรียนที่มีต่อประสิทธิผลของการสอนทั้งสองรูปแบบ กลุ่มเป้าหมายคือนักศึกษาชั้นปีที่ 3 ที่เรียนภาษา ฝรั่งเศสเป็นภาษาต่างประเทศจำนวน 19 คนที่ผู้วิจัยสอนในภาคการศึกษาที่ 2 ปีการศึกษา 2557-2558 เครื่องมือในการ วิจัย ได้แก่ 1) แผนการสอน 2) มาตรอิงเกณฑ์ที่ชัดเจนสำหรับวัดทักษะการคิดขั้นสูงในแต่ละกิจกรรม 2) แบบสอบถามที่ สร้างและปรับปรุงตามข้อเสนอแนะของผู้เชี่ยวชาญและ 3) รายงานสะท้อนคิดหลังเรียนของผู้เรียน การเก็บรวบรวม ข้อมูลเชิงปริมาณได้จากการเก็บคะแนนพัฒนาการในช่วงเวลาที่ต่างกันสองช่วง เพื่อนำมาเปรียบเทียบร้อยละของคะแนน พัฒนาการสัมพัทธ์ที่เพิ่มขึ้นโดยกำหนดเกณฑ์คะแนนที่พึงประสงค์ไว้ที่ร้อยละ 50 และตั้งเป้าหมายว่าผู้เรียนอย่างน้อย ร้อยละ 70 สามารถผ่านเกณฑ์ที่ตั้งไว้ได้และเก็บข้อมูลเชิงคุณภาพจากรายงานสะท้อนคิดของผู้เรียน

ผลการวิเคราะห์ข้อมูลเชิงปริมาณพบว่ารูปแบบการสอนด้วยห้องเรียนกลับด้านและการสอนแบบอิงงานปฏิบัติ สามารถพัฒนาทักษะการคิดขั้นสูงของผู้เรียนส่วนใหญ่ (73.68%) ได้ตามเกณฑ์ที่ตั้งไว้ที่ร้อยละ 50 หรือสูงกว่า ส่วนผล การวิเคราะห์ข้อมูลเชิงคุณภาพจากรายงานสะท้อนคิดหลังเรียนพบว่าผู้เรียนเห็นว่าการสอนแบบอิงงานปฏิบัติช่วยให้ ผู้เรียนเกิดการเรียนรู้ทักษะภาษาทักษะการคิดขั้นสูงและทักษะที่จำเป็นอื่นๆนอกจากนี้ผู้วิจัยยังได้อภิปรายประเด็นที่ เกี่ยวกับวัฒนธรรมไทยที่ส่งผลต่อการเรียนรู้ของผู้เรียนชาวไทยไว้ด้วยเช่นกัน

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Abstract

This quasi-experimental study with both quantitative and qualitative data aimed to develop students' higher order thinking skills (HOTS) through the flipped classroom (TFC) and task-based teaching (TBT), and to explore their perceptions of the effectiveness of the selected approaches. Participants were 19 junior students learning French as a foreign language. Measurement tools are 1)

Lesson plan 2) task-specific rubrics elaborated for each kind of HOTS activity; 2) questionnaires developed and revised in the light of experts' comments; and 3) student Self-Reflection Reports. As quantitative data, learning growth scores were collected over two points of time and were compared using percent change. About 70% of the students were expected to reach a desired growth rate of 50%. The quantitative results revealed that TFC and TBT with repeated measures enabled to develop HOTS of 73.68% of the students (above 70% expected level) at or above a desired growth rate of 50%. The qualitative findings from the student Self-Reflection Report revealed that TBT helped them build language learning skills, HOTS, and other essential skills. Nevertheless, issues with Thai cultural aspects that affect student learning are discussed.

Keywords: Higher Order Thinking Skills, Student Higher Order Questions, The Flipped Classroom, Task-Based Teaching, Thai Cultural Aspects

Background of the study

The unprecedented speed of change released by globalization, new and disruptive technologies, international competition, and transnational developments have impacted on our lives and all driven the acquisition of competencies and complex skills needed by students to survive and thrive in the twenty first century (Scott, 2015). To be able to handle new challenges, education system must be remodeled so that students would be empowered with such important capabilities and skills, most of which are still absent from current learning processes.

In the context of Thailand, lack of higher order thinking skills is identified as one factor that dampens economic growth (Office of the National Education Commission, 1999).

Inefficient education system is one of the factors that continue to constrain Thailand's ability to compete with other nations (Office of the National Education Commission, 1999). It was explained by the research team of Thailand Research Fund that schools failed to foster critical thinking, analytical skills and logic among students, and the most noticeable finding point is that students with a high grade in school tended to have lower analytical and logical thinking skills. This is due to the curriculum that only focuses on rote learning (Rujivanarom, 2016). Furthermore, the measures used to assess learning outcomes are not objective testing and teachers have difficulty elaborating higher level questions. (Nagao et al., 2007). Thai students do not perform well on applied knowledge and problem-solving skills and cannot express their ideas in writing. Thus, education reform at all levels is required, and significant room for further improvement remains regarding the development of higher order thinking skills.

Higher Order Thinking Skills (HOTS)

Higher order thinking is based on the cognitive domain of Bloom's Taxonomy (Bloom & Krathwohl, 1956) which suggests that the three upper levels including analysis, synthesis, and evaluation, are of HOTS, and the three lower levels involving knowledge, comprehension and application are of lower thinking skills. In other words, HOTS incorporate critical, logical, reflective, metacognitive, and creative thinking (King, Goodson, & Rohani, 2013). When we use higher order thinking, thinking is taken to higher levels than memorizing the facts. "We must understand them, infer from them, put them together in new or novel ways, and apply them as we seek new solutions to new problems" (Thomas & Thorne, 2009). Besides, HOT is defined under five main categories which are transfer (Anderson & Krathwohl, 2001), critical thinking (Norris & Ennis, 1989; Paul & Elder, 2014), problem solving (Nitko & Brookhart, 2007), metacognition (Livingston, 1997; Osman & Hannafin, 1992; Marzano, 2001), and complex thinking skills (Bradshaw, Bishop, Gens, Millers, & Rogers, 2002).

Higher Order Thinking Skills in this Study

In this study, higher order thinking skills included higher order questions skills, summarizing skills which called for comprehending, analyzing, synthesizing skills, and answering short constructed-response questions which called for analyzing, synthesizing, and reasoning skills.

Summarizing is when "we pull out the most important information and put it in our own words to remember it. Each bit of information we encounter adds a piece to the construction of meaning" (Harvey & Goudvis, 2000). Summarization is an important ability needed in real life, it is "a real-world skill" (Wormeli, 2005).

As for short constructed-response questions which require more elaborate answers and explanations of reasoning, they are defined as "assessment items that ask students to apply knowledge, skills, and critical thinking abilities to real-world, standard-driven performance tasks" (Tankersley, 2007). The use of them is "a way of measuring complex skills" (Livingston, 2009) and "whether simple or complex, all constructed-response questions measure students' ability to apply, analyze, evaluate, and synthesize the knowledge that they have acquired in a more abstract way" (Livingston, 2009), since a student really needs to understand something in order to construct a response based on that understanding (Popham, 2003). Furthermore, the evidence from some studies showed that academic achievement can be better described by constructed-response questions, and the strength of constructed-response questions in assessing higher-level learning as defined in Bloom's Taxonomy is also reported (Hickson & Reed, 2011).

In the current study, short-constructed response questions formulated to assess students' higher order thinking skills were context-dependent questions and they were written with respect to the content of a contemporary French novel selected for this purpose.

Modern French Literature Course

As a student-centered compulsory course for junior students majoring in French at our institution, the course was divided into two main parts: the first part consisting of Introductory Chapter and other six chapters, and originally taught in the previous years by using the Learning Together Technique of the Cooperative Learning approach, would be completed in this study by the Flipped Classroom model which aimed to encourage students' higher order questions skills. The second part of the course involves guided individual tasks through tasks (including summary tasks and short constructed-responses questions) which was intended to foster other kinds of HOTS (comprehending, analyzing, synthesizing, and reasoning skills) of the students.

Instructional Approaches

The Flipped Classroom Instruction (TFC)

TFC is not a new concept because it was proposed around the end of the 20th century by Walvoord and Anderson (1998) who suggested a model in which students gain *first-exposure learning* prior to class and focus on the *processing* part of learning (analyzing, synthesizing, problem solving, etc.) in class. In another case, an inverted classroom replaced traditional lecture of economics courses and paved way for the "lectures, to occur outside the classroom" and for the "events which possibly occurred outside the classroom to occur inside the classroom under the guidance of the instructor" (Lage, Platt, & Treglia, 2000). Bergmann and Sams (2007), began experimenting with recording their live lessons using screen capture software and posted them online so their students could watch the videos at home and work on exercises / projects in the classroom. The idea was at first to solve a problem they noticed that many students missed a good deal of school because of sports and activities. They soon found that class time can be directed to more valuable activities. Their method increased the learning curve and their students became self-directed learners. (Bergmann & Sams, 2014).

TFC in the present study refers to the instruction through the website where the content and related videos are placed so that the students can study and reflect on at anytime and anywhere, then they write their higher order questions (HOQs), according to the chapter, 24 hours before class, on a shared file. As a result, class time was made available for group work presentation, for answering peer-generated questions, and for discussions.

Task-Based Teaching (TBT)

TBT is an approach based on the use of tasks as the core unit of planning, instruction and assessments. Students develop their authentic language skills while they accomplish tasks. TBT has its origins in cognitive and interactionist Second Language Acquisition theory, especially in Dewey's views on the importance of experience and relevance in learning, and in the notion of learning for using via participation (Samuda & Bygate, 2008; Lai & Li, 2011). The approach was started in 1987 by N. Prabhu

in Bangalore, India, who noticed that language can be easily learnt with a non-linguistic problem. In a task-based classroom, the language to be studied is not pre-determined, but initialized by what happens as the students complete it (Frost, 2004). In other words, being the central unit of instruction, tasks control classroom activity, define curriculum and syllabuses and determine modes of assessment" (Samuda & Bygate, 2008). By this means, constructing task and success in completing them can further increase learning motivation.

Regarding learners, they need to be prepared to deal with the tasks which will require them some necessary skills. In general, the main skills measured by tasks are inquiry, analysis, and communication (Pike, 1999).

TBT framework presented by Willis (1996) contains three components: pre-task, task, and language focus. This model is used for the task-based lesson plan in this study, with emphasis on HOTS when learner-created language is used to complete summary tasks and constructed-response questions (CRQs).

Method

Aim of Study

This study aimed to develop HOTS of the students through TFC model and TBT; and to investigate the effectiveness of TFC and TBT as teaching methods as perceived by the students.

RQ1: How TFC model help students develop HOTS?

RQ2: How TBT improve students' HOTS (comprehending, analyzing, synthesizing) through summary tasks?

RQ3: How TBT elevate students' HOTS (analyzing, synthesizing, reasoning) through CRQs?

RQ4: How do TFC Instruction and TBT enable the students to develop HOTS?

RQ5: How the students perceive the impact of TFC model and TBT on their language learning and HOTS?

Participantsand Instruments

Participants are 19 junior students learning French as a foreign language who studied French Literature with the researcher, in the second semester of 2014 - 2015 academic year. They are purposively chosen as subjects.

There were four kinds of instruments. First, the researcher prepared lesson plan. Then, three sets of task-specific analytic rubrics for appraising student-generated HOQs, summary tasks, and CRQs were developed. Benefiting from the existing templates and related literature, critical criteria were elaborated and levels of mastery identified, then the rubrics were revised in the light of some experts' comments and the final shapes were shared with the learners. Afterwards, Likert items structured

questionnaires were created to elicit the effectiveness of the approaches. Lastly, we constructed a template for a Self-Reflection Report with non-structured questions.

Procedure and Data Analysis

Prior to the experiment with TFC model, and to help the learners to get acquainted with the new method, the introductory chapter in the first two weeks was planned to be the period of learning by trial by directing the learners towards the ability to formulate higher-order-content-related questions. Each learner was asked to write before class some questions regarding the chapter in a shared file. To provoke discussions in class, the learners presented their questions one by one, and distinguished between lower order questions and HOQs thereafter. When the learners drew a line between that, the rubric for appraising student HOQs was distributed. Additional explanation concerning the rubric was given so they had clear learning targets and could monitor their own progress. Scores were collected twice to be compared at the end of the first chapter and at the end of the sixth chapter. A group presentation of each chapter ended with the session of student answering to peers-generated questions and discussions (See Figure 1).
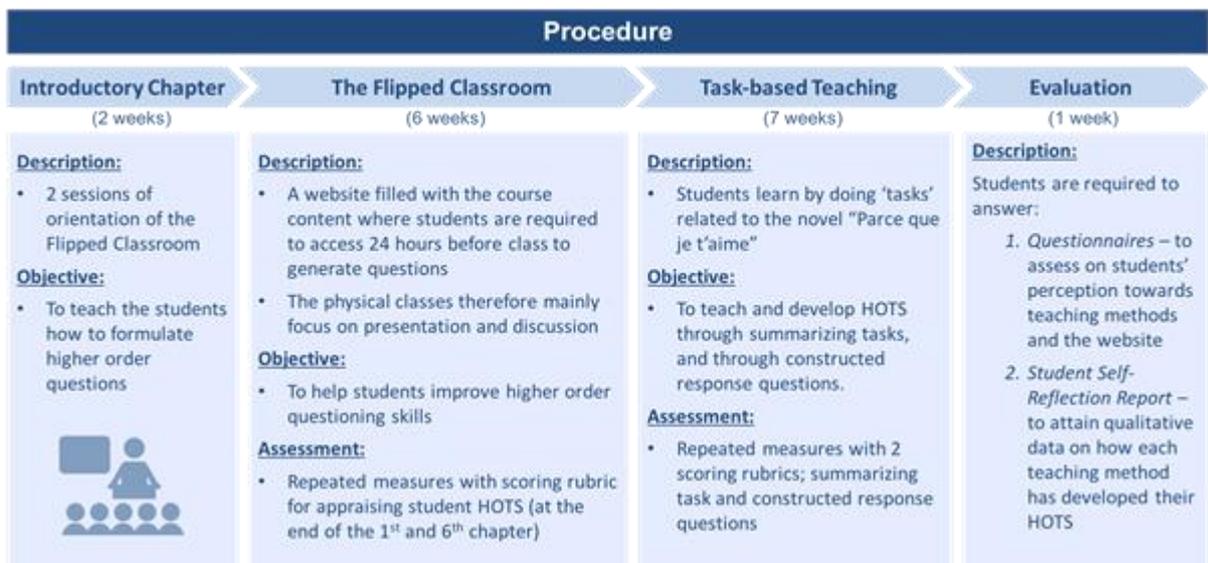

Figure 1: Procedure of the study

When the first experiment was finished, the second one with the Willis TBT model (pre-task, task cycle, and language focus) began by using tasks including translating the excerpt into mother tongue, summarizing the excerpt and answering CRQs.

The scores gained by applying the rubrics were converted into percentage by using the Rubric Converter named Roobrix developed by Callum Makkai (Makkai, 2006). To determine a difference score over two points of time, the results of the first and second assessments were compared employing

percent change. The post-test scores of 50% of growth were set as a desired value, and 70% of the learners were expected to be able to meet the criterion.

The quantitative data were interpreted by using descriptive statistics while the qualitative data were analyzed using Content Analysis and percentage to show rankings of keywords mentioned.

Results

The quantitative results showed the average of the three activities of the whole group indicating relative gain scores between 44.44% - 85.71% with the median at 50%, and the mean at 56.41% (±5.37 points, percent deviation at 11.87%). Accordingly, TFC model and TBT with repeated measures enabled to develop HOTS of most of the learners (73.68%) at a desired growth of 50%.

As for the students' perceptions through a structured questionnaire on the approaches used, 63.16% found that TBT provided them with opportunities to think about their own thinking and learning processes. Overall, 63.16% of the learners deemed that TFC and TBT were suitable for the course and held them more accountable for their learning.

The qualitative findings of the learned skills reported by the learners in the Self-Reflection Report denoted that TBT helped them build French language learning skills, HOTS, and other essential skills for future work and life.

Discussion

1. TFC Instruction and HOTS

The descriptive analysis revealed that TFC can enhance HOTS for most of the learners (78.95%) at the desired growth of 50%. An analytical rubric plays an important role in succeeding that. As guidelines, our learners were provided with "task-specific rubrics" to reflect on before formulating HOQs. The criteria for evaluating any learning goals should be made transparent to learners (Friesen, 2009). At the same time, student-generated and peer-generated questions help the teacher know if they have properly understood the concept. The role of questions extends meaning to materials read or discussed previously, promotes a critical analysis, and makes the students think about how the text applies to their personal experiences (Meyers & Jones, 1993). Through this means, questions are productive which focus on HOTS and not reproductive which focus on lower order thinking (Tienken, Goldberg, & DiRocco, 2009). Furthermore, it has been found that frequency of HOQs impact students' critical thinking skills (Renaud & Murray, 2007); and that HOQs enhance more learner outcomes than lower-order questions (Anil, 2015). In addition, "turning students into active questioners is an important part of critical thinking education" (Elder & Paul, 2003). We are quite satisfied with the finding that TFC accompanied by a "task-specific rubric" has contributed in fostering HOQ skills of most of the learners. And we think to further use this model in the next academic years.

Regarding the results of the perception survey, 57.89% of the learners found that TFC provides in-class activities that were focused on HOTS development. The study of Kharat, Joshi, Badadhe, Jejurikar, and Dharmadhikari (2015) shows an accordant result that TFC model had helped teachers and students to refine outcomes and provide them more time to develop HOTS. Other studies reveal the potential of TFC to improve students' HOTS (Lee & Lai, 2017), the increase in learning effectiveness (Poomorn & Kaewsaiha, 2015), more performances from TFC section (Maneeratana, Singhanart, & Singhatanadgid, 2016), and high significant relationships between HOTS and student engagement and between HOTS and satisfaction (Alsowat, 2016).

2. TBT (summary tasks) and HOTS

According to the results, TBT through summary tasks, can improve HOTS of most of the learners (68.42%) at a desired growth of 50%. As for the findings from the Self-Reflection Report, in the category of HOTS, 70% revealed gaining summarizing skills. Here are some parts from the reports: "I was able to do relevant summaries"; "What I had developed from the whole task was especially summarizing and analyzing skills"; "I learned how to summarize my reading which I thought was one of the hardest things for me, since I had eliminated some of the main idea". This signifies that summary tasks provided most of the students with the ability to "read between and beyond the lines" that called for HOTS. They can draw relationship between ideas and put them in a new context through analysis, synthesis and/or evaluation. Writing a summary facilitates French language acquisition since it requires an input and output process necessary for language real use. Summarization is "a real-world skill" (Wormeli, 2005) that should be taught to the students. If students can differentiate key points from supporting ideas, then they are analyzing the text they read (Airasian & Miranda, 2002) but this should occur in condition that the text does not state the main idea explicitly (Brookhart, 2010), which is the case in this study.

Building on the results of the perception survey, 63.16% of the students found that TBT provides them with opportunities to think about their own thinking and learning processes. Regarding the findings from the Self-Reflection Report, the learners related their skills development after completing the tasks, and some of them wrote "I have seen my weaknesses"; "I learned to fight with my feeling of discouragement. But I needed to do what my peers did."; "What I had also been developing is that I had gained the ability to work regularly, in a consistent manner, since there was a large amount of work. I needed to persevere in achieving it. ... But I have gained a lot of things from this task, not only tiredness"; "I realized that I needed to read and learn more vocabulary. At first, I had thought the task involved too much work for me. But after I finished it I knew I had developed a great deal of my French language."; and "I learned that paying attention to peers' presentation and asking questions facilitated understanding of the whole story and that helped clearing up all my doubts... but I still need to develop my French language."

This means that the students are aware of their cognitive processes. They plan to perform a given task, monitoring comprehension, and evaluating his/her own progress toward the completion of the task. Metacognition plays a critical role in successful learning since it is one of HOTS which involves active control over the cognitive processes engaged in learning (Livingston, 1997). However, teaching metacognitive strategies should be applied repeatedly and must be accompanied by evaluation to obtain tangible gains in student achievement (Scharlach, 2008). Hence, there is still room for future study.

3. TBT (constructed-response questions) and HOTS

As regard the findings from the Self-Reflection Report, in the category of HOTS, 52.63%, 26.32%, 15.79% of the learners related acquiring analyzing skills, synthesizing skills, and reasoning skills, respectively. The following are some parts from the report: "I understood that if I saw the big picture of my reading that would facilitate analyzing task. The teacher guided me through the task; so I was able to see things more clearly at a profound level".

The above findings indicated that to answer CRQs they call for more than one higher level skill. This agrees with Livingston (2009) who argues that it is "a way of measuring complex skills", while Tankersley (2007) asserts that CRQs measures learners' "ability to apply, analyze, evaluate, and synthesize the knowledge that they have acquired in a more abstract way". Evidence from the study of Hickson and Reed (2011) shows that CRQs provide information about student knowledge and understanding that is not found in multiple choice questions and academic achievement can be better described by this kind of questions. However, to answer CRQs seems to be quite difficult for the learners. Sheaffer and Addo (2013) report that most of their students preferred selected-response questions to CRQs. Popham (2003) explains that developing answers is a much more difficult task than only selecting prepackaged possibilities, since a student "really needs to understand something to construct a response based on that understanding". The researcher had known this problem well before the implementation of CRQs, but she intentionally challenged the learners and was ready to give each of them a good proportion of scaffolding according to their needs and level of ability. And it is realized that to deal with the task, learners need to be prepared because that will require them to have some main skills and subskills as advocated by Pike (1999).

4. The role of TFC Instruction and TBT in HOTS development

In agreement with the results, TFC Instruction and TBT enable to develop HOTS of most of the learners (73.68%) at a desired growth of 50%. It has been mentioned by Lee and Lai (2017) that it is possible to improve students' HOTS using TFC. As for TBT, the study of Jaganathan and Subramaniam (2016) provides fundamental insights into incorporating HOTS in TBT class. In other words, HOTS can help students develop language skills inside the classroom that they can later use outside the

classroom combining with authentic tasks (Leaver & Willis, 2004). And the role of a teacher is significant in preparing the learners for task performance (Ganta, 2015).

After the second assessment, an evident increases of relative growth score reflected on learner achievement. This seems to be consistent with what some authors state that growth models were more effective in predicting academic gains (Stevens, et al., 2000). It implies that the approach provided efficient steps of learning in which students with different background knowledge could apply their style of learning.

5. The impact of TFC Instruction and TBT on language learning and HOTS

Apropos the results from the survey as perceived by the learners, TFC Instruction and TBT were motivating for them and positively affected their learning and HOTS. 68.42% were convinced that TFC and TBT increases active learning and engagement while other 68.42% liked active activities in this course and felt proud of their group work and individual work through the TFC and TBT. Other 63.16% considered TFC and TBT suitable for the course and they held them more accountable for their learning. Based on the findings from the Self-Reflection Report, they reported achieving language learning skills as well as HOTS, and other essential skills.

The results obtained from this study is quite satisfactory in this respect since the situation of Thai students regarding HOTS is critical due to the rote learning method. Some studies find the levels of students' HOTS appeared to be at a medium level (Shukla & Dungsungnoen, 2016) to a low level (Hayikaleng, Nair, & Krishnasamy, 2016). Aphakorn (2013), for her part, discloses that the teacher-talks in the classroom only develop lower-order thinking skills of recall and information given.

Regarding language learning, since the study involved a Literature course, and as asserted by Ellis (2003) that a task has a clearly defined communicative outcome, the main language skills acquired by the learners in completing a task are reading skills and vocabulary acquisition, translation skills, writing skills, and communication skills. Some learners noted: "I have acquired a lot of vocabulary through reading and translation. There are many words and phrases I have never seen before. I have also developed my French writing. The translating task enabled me to see a great deal of things that I need to further improve"; "I gained a lot of vocabulary from the translating step which helped me in the next steps"; "I had further developed my translation skills. Now I understood the various steps of translation in both languages. I realized that I needed to read and learn more vocabulary"; I had put considerable effort in translating the excerpt in mother-tongue". These communications concur with the findings of Tachom (2014) who explores the potential of TBLT in professional English course for health science students in Thailand and claims the increase in the use of communication skills, grammatical structures and lexical variety over time of his students.

The learners perceived the difficulty of the task but instead of giving up, they were persistent in advancing their work. Two of them reported: "I learned to fight with my feeling of discouragement.

But I needed to do what my peers did"; "This task had been very complex for me as there were plenty of unknown vocabulary words. I learned how to summarize my reading which I thought was one of the hardest things for me...To translate the summaries and the responses to CRQs into French was another most difficult step for me because I had used the wrong words which derived the wrong meanings". Task difficulty is identified as the first disadvantage of TBT identified by several authors (Tavakoli, 2009; Ganta, 2015). However, to foster HOTS, the students need to be challenged. To remediate the problems in case of discouragement, the course offers peer instruction and teacher's scaffolding. This explains why 100% of the learners revealed reaping the benefits of learning from peers teaching or from discussions with peers, and 73.68% informed improving their learning from teacher's scaffolding at a language focus stage, as defined by Willis (1996). The language focus stage in this study occurs several times especially during task follow-up appointments (4-5 times for each student). Some students reported "I found the answers to my CRQs benefiting from the scaffolding of the teacher"; and "Fortunately, the teacher' support on that helped me taking a step in the right direction".

The above findings on peer instruction and teacher's scaffolding support the arguments of several authors. For Westwood (2012), learning occurs "when tasks or problems are correctly tailored to be just a shade above a child's current level of ability but which the child can handle successfully with some support or guidance from an adult or a peer." King et al. (2013) point out that scaffolding helps students develop HOTS, nevertheless students must be coached to develop some HOTS to process information and to create his/her own knowledge (Yip, 2004).

Regarding the presentation stage of the task, our students found classroom atmosphere much more stimulating and supportive. One learner reported: "The wonderful thing about the stage of presentation in class was that it allowed interchanges between peers who shared viewpoints or asked questions. We helped each other to clear up any ambiguity. Not only the contributor to the presentation who answered peers' questions, but several of us contributed to the discussions. This led to deep understanding and encouraged us to be confident to ask our own questions. We were not put under any pressure and I felt I enjoyed my learning as I was able to participate in the discussions."

This feeling occurs when tasks are the central unit of instruction that "drive" classroom activity (Samuda & Bygate, 2008), and the lesson is not predetermined by the teacher but it is based around the completion of a central task and the language learned is determined by what happens as the students complete it (Frost, 2004). Additionally, peer questioning plays a crucial role with the teacher's scaffolding in enhancing comprehension of new concepts. Peer questioning helped students to discover elements in the material they would not have seen by his/her own reading and enhance their metacognitive awareness (Tanaka & Sanchez, 2016). Successfulness of the approaches depended largely on the creation of a student-friendly classroom, the use of tools or materials in a non-

threatening way (Wilkinson & Nanni, 2014), and the engagement of the learners, notably their enthusiasm and their accountability for their own learning.

Not only the researcher, but the learners are also satisfied by the results of their tasks. Some learners wrote: "When I completed the whole task I felt glad that I was able to do it, since I had been convinced at first that I would never fulfil this task. It had seemed to me too difficult, too complicated. It was beyond my expectation that I could finish it. I am now so proud that I can accomplish this task"; "At first, I had thought the task involved too much work for me. But after I finished it I knew I had developed a great deal of my French language".

When a task is made a source of learning, it entails satisfaction. A study reported that once the task was done, most of students showed their satisfaction and felt that completing a task was a valuable learning experience (Pietri, 2015). Besides, TBT among Thai EFL classrooms also encouraged learners to become more independent and targeted their real world academic needs (Mcdonough & Chaikitmongkol, 2007).

6. Issues with Thai Cultural Aspects that affect Student Learning

The attitude of "kreng-jai" of Thais leads to indirectness and reticence, both in language and behavior (Maguire, 2003). Thai students avoid imposing on other people and avoid confrontations which suggest dissent. The actions taken by the researcher to deal with this issue were to approach the learners with understanding of their concerns and with faith in their ability, to make them feel relax to express. In a collectivist society like Thailand, students always stay and do activities in groups. They feel free to speak out about their problems only with close friends or someone they can trust. The researcher kept in mind that she was a guide and the role of the guide was to assist them and facilitate their learning. She tried to communicate with them and developed a level of trust until they felt free to share their problems concerning their learning with her. This meant that they considered her as a person who can be trusted. One learner noted: "At my first appointment with the teacher, I went to see her without any progress of my work. She told me that I could not come to see her in this unprepared state and she guided me that I had to do planning to be able to step up my work. Once I learned to plan my work, I could do it regularly and was able to finish the translating task the first. I received praise and that encouraged me to come to see the teacher more frequently, and that let me make even more progress on the next step of task".

Regarding the impact of the concepts of "kreng-jai" and "face" on student learning which led to passiveness (Deveney, 2005), students were afraid of making mistakes in front of teachers and peers which is seen as losing face and closely related to social relationships. However, Thai passiveness does not mean incompetence: "the Thai quietness implies that the Thais are still engaging in the interaction cognitively while they are quiet and thus should not be considered as incompetent trait," explained Chaidaroon (2003). It is the role of teachers to draw out their learning potential. The researcher solved

this cultural problem by using peer instruction and technology-based solutions. As for peer instruction, in case, for example, that a student had a problem answering a question, (s)he was not blamed for inability, but the teacher would pose the question to be brainstormed by some peers or by the class, so that peers tried to give their answer and explanation which was checked and extended if necessary by the teacher. In this way, the student learned from peers that helped him/her to overcome his/her shyness and gradually gain confidence in expressing his/her own views without losing face. As some students wrote: "I showed a friend my translation part and asked her if I could make myself understood"; "I gained information from peers that I synthesized it with the mine to answer my CRQs"; "We helped each other to clear up any ambiguity".

The second solution used to cope with this problem was the use of technology applications, such as Google Docs and social media. When the learners came to write HOQs or a task, for example, they were provided with a shared file where they placed their work only after they had spent time to reflected on the content or the issue. Certainly, they had to manage time as well so that they finished their work in time. And the teacher also used email and social media (Line) as a place where each learner could ask for help or checking out if his/her first draft of work was acceptable before putting them on the shared file. Therefore, they were encouraged to take risk in various kinds of thinking skills without losing face in front of peers. This agrees with Chaidaroon (2003) and Wongkitchinda (2011) that cultural awareness should be considered together with the creation of a positive learning settings that would help Thai students to feel safe enough to take risks. Here are some parts from their notes: "The teacher gave feedback by highlighting with different colors the right and the wrong words in my writing on a file she shared with me. So, I learned to distinguish between the right and the wrong use of terms".

Regarding the concept of "Sanuk" and "collectivism", Thai learners learn better when they take pleasure to learn and when they are among peers. They appreciate classes in which they "riansanuk" or enjoy learning with their friends. Being aware of these two cultural aspects, the class was prepared to be the valuable period for three main objectives. First, it was the stage where the learners took pride of their hard work when presenting it. Second, it was the place where they learned more from the work of the others (peer instruction). Finally, it was the place where they took part in the discussions, as contributors to presentation or as active participants since they were required to answer questions concerning their work or to ask questions regarding their peers' work. Over time, they moved more deeply into the learning and thinking process, becoming more familiar with the approaches, and feel free to ask questions and give their opinions. This kind of classroom gave them pleasure to learn among peers, to share their ideas and to take part in discussions.

Originality and Limitations

To date, there has been no integration of TBT and TFC in fostering HOTS in a language and/or literature course. The contribution of this study to the literature is the redesign of a literature class by incorporating TFC and TBT to foster HOTS as well as language proficiency, and student engagement in Thai higher education.

Although this study had reached its objectives, there were some limitations. First, the study reports on one sample size which is purposively selected as participants and the findings could be generalized to theory rather than to populations. Second, the research was conducted in a class in which the implementation of TFC and TBT lasted for 13 weeks. It would be better if it was possible to be done in a longer period.

Suggestions and Future Study

It is possible for future study to explore the effects of TFC and TBT on evaluative and creative skills and more on synthesizing and metacognition in terms of HOTS, as well as on listening and more writing regarding language skills, which was not possible to investigate or was covered insufficiently in this report. Regarding TFC, much more can be done to develop HOTS others than HOQs which were explored in the current study, and that by aligning thoughtfully learning objectives with the 21st-century skills. In the case of teachers who need to set their own performance criteria, it is suggested that they determine in advance what appropriate learning outcomes they wish to see from the learners so that the criteria could be defined and specified accordingly.

It is also suggested that the teaching approaches used in this research should be applied in any second or foreign language class in which students endeavor to make sense of language in order to express their ideas or views, or to solve real-life problems. In other words, the methods would be most appropriate when comprehension is enhanced through producing language.

Conclusion

The findings convinced the author that TFC and TBT are beneficial and appropriate for teaching HOTS through literature content since most of the learners obtained relative gain scores indicating their HOQ skills and HOTS at or above a satisfied growth of 50%. The learners themselves stated that tasks helped them improve their French language skills, as well as HOTS and other essential skills. Additionally, the task process allowed them to identify their strengths and weaknesses. Burns and Richards (2012) stated that learners should learn language to develop and apply their thinking skills in situations that go beyond the language. HOQs through TFC and task assignments implemented as "activities" in the current study has proved to have great value for promoting HOTS and language learning skills. The trial of TFC and TBT has achieved several positive results despite minority of

dissenting views. Some challenging questions to be considered are the following: are the learners ready to work much harder than in rote learning subjects so that their HOTS can be developed, do the teachers have the requisite capabilities to apply TFC and TBT?, how can teachers be trained and given support to implement HOTS?, can the teachers create a non-threatened classroom atmosphere for the HOT activities?, can the teachers tailor support to the needs of different types of learners? Guidance and scaffolding (neither too much nor too little) from teachers are crucial for ensuring the success of the approaches. Finally, it is beyond doubt that TFC and TBT can be used to foster HOQ skills and HOTS as well as language learning skills in a literature course. The challenge is how the instructors can prepare a comfortable and stimulating classrooms for Thai learners to take pleasure in learning that will help them boost their self-confidence and resilience. As suggested by Ganta (2015) that "for any method to succeed teachers need to be highly creative and innovative in involving the learners".

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