Application of Bloom's Taxonomy of Educational Objectives in Formative and Summative Assessments of Kiswahili Language: A Case of Secondary Schools in Meru District Council

Perida Mgecha

Tumaini University Makumira

peridamgecha@gmail.com

ABSTRACT: *Currently, the educational field emphasizes on the teaching and learning that is competence based. This article examines how Bloom's Taxonomy is applied in formative and summative assessments of Kiswahili language in secondary schools. The article is guided by Vygotsky's Cognitive Development Theory. Data were collected through interview, documentary analysis and observation. Kiswahili language teachers were involved in data collection. The findings reveal that in assessment of Kiswahili language, the Lower Order Thinking skills is highly applied in formative assessment while the Higher Order Thinking skills is mostly included in summative assessment. The reason behind this is that many Kiswahili teachers lack enough skills on composing HOTs questions, as well as preparing LOTs and HOTs questions based on competence-based approach. Therefore, Kiswahili teachers need more trainings on Bloom's Taxonomy application in line with competence-based approach; this could be done through workshops, sharing knowledge between teachers within the school, and interschool cooperation.*
KEYWORDS: Bloom's taxonomy, formative assessment, summative assessments, Kiswahili language

INTRODUCTION

Many educators emphasize three components in any better educational achievement; these are knowledge, skills and competencies. Presently, value is another key component added to the

former three. Why is value in this place now? This is because you can produce a knowledgeable, skilled and competent learner who cannot fit in any society because of lacking the component of value. Every society or institution has its values; these entail love, stewardship, professionalism, accountability, integrity, dignity and others. To develop student's creativity and thinking skills, Bloom's Taxonomy of educational objectives is highly needed; and Bloom's classification is directly allied with moulding a learner with knowledge, skills, competencies and values. Based on Bloom's revised taxonomy there are Lower Order Thinking Skills and Higher Order Thinking Skills (Anderson & Krathwohl, 2001). Lower Order Thinking Skills is based on the abilities of remembering, understanding and applying, whereas Higher Order Thinking Skills assess the abilities of analysing, evaluating and creating. Therefore, teachers should be able to consider all these skills in their teaching and learning as well as in assessment process so that students could be able to transfer what learnt from classroom to the real-world life.

Although many of the 21st century works require problem solving skills by using Higher Order Thinking skills (Rahielanamy & Kamaludin, 2022 and Purnamawati & Saliruddin, 2017), it is obvious that both the Higher Order Thinking skills and the Lower Order Thinking skills of Bloom's Taxonomy are important in the teaching and learning process. This necessitates that teachers need to set the teaching and learning process in the way that could help learners to demonstrate both the LOT and HOT skills. However, Azman (2020) asserts that, learners should not be equipped only with cognitive domain, but also the affective and psychomotor domains. Azman criticizes Bloom's Taxonomy that it focuses much on the cognitive domain. Azman also adds that critical and creative thinking are more required than processing information; the learner requires to relate the knowledge gained to the real context. Hence, learners should also be equipped with values and skills. Beyond this criticism, this article is on the view that Bloom's Taxonomy particularly the HOTs could be extended to cover the affective and psychomotor domains in the process of teaching and learning Kiswahili. This depends on the creativity the teacher holds. As Nghipandula et al. (2022) affirm, to enhance student language learning performance, teachers should play the role of being motivators, assessors, planners for the subject content, developers of activities and teaching materials, creators of a positive learning environment as well as engaging learners in extracurricular activities.

The main focus of this article is to examine how Bloom's Taxonomy is applied in formative and summative assessments of Kiswahili language in secondary schools. Basically, it answers three questions: 1. How Kiswahili teachers apply Bloom's Taxonomy when assessing students formatively and summatively? 2. What challenges are encountered by teachers in practicing Bloom's taxonomy when administering formative and summative assessments of Kiswahili language? 3. What strategies could be used to address those challenges?

LITERATURE REVIEW

Previous studies affirm that many teaching and learning activities focuse more on the LOTs rather than the HOTs (Othman & Mohamad, 2014). Learners are mainly taught in the way that they could remember, understand and very little apply the knowledge learnt. Hence, at the end the student completes her/his studies with only knowledge which she/he could not be able to apply in the real context. Many teachers are after making students to pass the examinations particularly the national examinations. Azman (2020) is of the view that the Lower Order Thinking skills appears to give much emphasis on recalling information instead of nurturing Higher Order Thinking skills. HOTs encompass reasoning skills, argumentation skills, problem-solving and critical thinking skills as well as metacognition (Serevina, et al., 2019). Therefore, for developing creativity and critical thinking skills to students the Higher Order Thinking skills is very important.

Widana (2017) analyses the steps, characteristics and advantages of Higher Order Thinking Skills. The paper confirms that HOTs questions have several advantages to students which are: increase the motivation to students, the questions are able to connect the subject matter in the classroom with the real contexts, therefore HOTs questions make the learning to be more meaningful; train students to think creatively and critically as opposed to LOTs questions; and improve students competitiveness both at national and international levels as they will have been developed creativity and critical thinking skills through frequent HOTs assessment. This paper is based on HOTs assessment, analyses its advantages in general while the present study examines how both LOTs and HOTs are applied in formative and summative assessments particularly to Kiswahili subject.

Also, Haryadi et al. (2021) studied how higher order thinking skills of prospective physics teacher students at the Sultan Ageng Tirtayasa University could be fostered through direct learning models. The findings indicate that direct instruction learning model is quite effective for improving Higher Order Thinking skills in learning physics. The study is focused on how HOTs could be improved to teacher-students through direct learning model taking physics subject as their case study. This is quite different from the present paper which examines how both LOTs and HOTs are applied in formative and summative assessments by Kiswahili language teachers.

Besides that, it was noted that there are different perceptions on the application of Bloom's Taxonomy levels of thinking skills. Some of these thoughts are: first, the application of Bloom's Taxonomy should depend on age and the level of education of the student, for example, form one and form two students should base on LOTs while form three and above should focus on HOTs. Second, Bloom's Taxonomy should be determined by the level of students' understanding, that is, fast learners versus slow learners. Third, the action verbs should be for specific level of thinking, for instance, *define*, *narrate*, *mention* and *show* are for remembering level while *compare*, *relate*

and *analyse* are for analysing level; fourth, one question to assess one specific level of thinking. Fifth, arrangement of questions should start with questions of LOTs to HOTs.

On the other hand, others insist that both LOTs and HOTs should be applied to students of all levels of age and education regardless of their level of understanding. According to Sulaiman et al. (2015), skilful thinking should be considered to students of every level. This is because all learners should be well equipped with knowledge, skills, competence and values. Also, Monari (2020), Dinni (2018) and Widiawati et al. (2018) assert that thinking is a skill that every student should have, because through this thinking skill, he/she will be able to solve the problems surrounding him/her. Syafryadin et al. (2022) in their study on the students' perception and its problems in implementing Higher Order Thinking Skills in speaking class, they also insist that HOTs should be known and applied by every student. This is because through HOTs, students could improve their ability in all skills. However, the study by Syafryadin et al. focused only on challenges of applying HOTs to students while the present paper focuses on both LOTs and HOTs to Kiswahili teachers. Therefore, from these varying approaches and views, it is significant to examine how Bloom's Taxonomy is applied in formative and summative assessments of Kiswahili language in secondary schools, and analyse the challenges encountered by teachers in practicing Bloom's taxonomy when administering formative and summative assessments of Kiswahili language; and strategies that could be used to address those challenges.

The article is guided by Vygotsky's Cognitive Development Theory. The founder of this theory is Lev Semonovich Vygotsky (1896-1934). The first aspect which is asserted by this theory is that social interaction plays a key role in the development of cognition. It holds that learning takes place at two levels. The first level is learning through interacting with others, the second level is integrated into the individual's mental structure. The second aspect of Vygotsky's theory is the idea that the potential for cognitive development is controlled by a "Zone of Proximal Development" (ZPD). The role of the zone is to define skills and abilities that are included in the process of development. To reach the highest level of the Zone of Proximal Development the students need assistance from more competent individuals such as teachers, colleagues and parents. This support that students get from those potential persons is known as scaffolding. The theory insists that students could not reach the highest level of ZPD without a series of tasks facilitated by the more skilled persons, for this case teachers or peers.

According to Bornstein (2018) and Shah (Nd.), the theory has an impact on learning content, teaching and learning methods and on assessment. The theory asserts that scaffolding does not only create immediate results, but also develops independent problem-solving skills that is necessary even for the future. Therefore, in this paper scaffolding views are very useful in analysing and discussing on how Kiswahili teachers apply Bloom's Taxonomy in the assessment of Kiswahili subject, and the challenges they encounter when practicing the taxonomy as well as searching the strategies that could help teachers to best practice the taxonomy in both assessments. This is because scaffolding is a significant part that the teacher could assist the student to reach

the highest Zone of Proximal Development in many ways like providing regular individual/group assignments, administering quizzes, tests, and project development as well as providing regular feedback. Bornstein (2018) and Shah (Nd.) emphasize that assessment is the most important attribute of learning; therefore, the assessment procedures have also to consider the Zone of Proximal Development of the learners.

METHODOLOGY

The paper is guided by qualitative approach. This is because the study did not use quantifiable information from the participants therefore qualitative was the ideal approach. For the design, a case study research design was useful in examining how Bloom's Taxonomy is applied in formative and summative assessment of Kiswahili language in secondary schools, finding challenges encountered by teachers in practicing the taxonomy, and searching out the strategies that could be used to address those challenges.

The data for this paper were collected through interview, documentary analysis and observation techniques. Face to face and telephone structured interviews were conducted to teachers. Through this technique teachers' perceptions, opinions and experience on how Bloom's Taxonomy is applied in formative and summative assessment of Kiswahili language in secondary schools, challenges encountered in practicing the taxonomy, and the strategies that could be used to address those challenges were collected. Documentary review was used to extract data from significant documents which included lesson plans, students' class works and home works, weekly and monthly tests, terminal and annual examinations as well as form two and form four national examinations of 2019, 2020, 2021 and 2022. Why form two and form four national examinations? This is because for lower-level secondary education the national examinations are done by these classes in Tanzania. Also, these consecutive four years were preferred because are among the years that the Ministry of Education, Science and Technology is insisting on Competence Based Curriculum in teaching and learning as well as in the assessment process (Nkya, et al., 2021). These documents were reviewed to examine to what extent Bloom's Taxonomy (LOTs and HOTs) is applied in formative and summative assessment of Kiswahili language in secondary schools. Through observation technique, Kiswahili language teachers were observed in the class. Items observed were type of assessment tasks given to students (such as oral questions, class works and home works), and nature of the questions included in the task (if they did or did not consider both levels of the taxonomy- LOTs and HOTs).

The sample involved seven secondary schools which are from Meru District Council, Arusha Region. Five school, each provided two participants, while two schools involved only one participant each. Hence, a total of twelve participants were involved in the study; these were Kiswahili language teachers. The schools were purposively sampled. The schools included were among thirty-two schools involved in Participatory and Integrative Teaching Approach project (PITA) which is operating under Tumaini University Makumira. The project deals with secondary

teachers' in-service trainings, hence through workshops these teachers are trained in several areas such as participatory and integrative teaching and learning approach, environmental education, language supportive pedagogy, gender responsive pedagogy and assessment process. Participants were selected by expert sampling technique in which only teachers that teach Kiswahili language were involved in providing data.

FINDINGS AND DISCUSSION

This section presents the findings of the study and discussion. The section is divided into sub-sections as per specific objectives which are: how Bloom's Taxonomy is applied in formative and summative assessment of Kiswahili language in secondary schools; challenges encountered by teachers in practicing Bloom's taxonomy when administering formative and summative assessments of Kiswahili language in secondary schools; and strategies that could be used to address those challenges.

How Bloom's Taxonomy Is Applied in Formative and Summative Assessment of Kiswahili Language in Secondary Schools

For this part, the findings show that 58% of Kiswahili teachers have knowledge of Bloom's Taxonomy level of thinking skills, as they were able to explain it, and to differentiate the LOTs from HOTs. One teacher defined Bloom's Taxonomy as "it is among the techniques to consider when doing teaching and learning assessment". Another teacher added that Bloom's Taxonomy involves LOTs and HOTs; in which LOTs deal with low understanding skills such as remembering and understanding, while HOTs encompass high understanding skills which are analysing, evaluating and creating. On the other hand, 42% of Kiswahili teachers did not reveal clear understanding on Bloom's Taxonomy; their response was "I don't remember". One reason given was they had never participated in any in-service training based on Bloom's Taxonomy practice, even those provided by PITA project. However, these Kiswahili teachers could be among newly employed teachers or transferred from other schools which are not beneficiaries of PITA project.

Based on the contexts in which LOTs and HOTs are applicable, the findings show that both are considered during preparation of the lesson plan, and while teaching and learning takes place in the class. However, the application is noted in varying degrees. The findings show that Lower Order Thinking skills is highly applied in formative assessment particularly in oral questions and answers, class works, home works, quizzes, weekly and monthly tests while the Higher Order Thinking skills is mostly included in summative assessment like in terminal and annual examinations as well as in the national examinations. One teacher reported that LOTs is used when introducing the new topic through oral questions, so as to prepare students to receive new knowledge. Moreover, some questions from documentary analysis were extracted as follows:

1. *Kuna njia ngapi za kuchanganua sentensi?* "English translation: How many techniques used to analyse a sentence?" (understanding),

2. *Taja njia za kuchanganua sentensi.* "English translation: Mention techniques used to analyse a sentence." (understanding),

3. *Changanua sentensi ifuatayo kwa njia ya matawi «Juma anasoma kitabu polepole lakini rafiki yake anasoma kwa haraka »* "English translation: Analyse the following sentence using syntactic branches technique. (applying and analysing)

The data numbered 1 up to 3 were prepared as classwork questions for students of form three. The first two questions are LOTs questions while the 3 question is under both LOTs and HOTs. In the third questions, the student must have application and analysis skills. However, the application level needs the student first to remember and understand what was taught about the topic *'Uchanganuzi wa Sentensi' in English "Sentence Analysis",* then he/she will be able to apply the knowledge and skills as well as to do the analysis. As per Vygotsky's Cognitive Development Theory, it is insisted that assessment must target to foster both the level of potential development and the level of actual development of the students. Therefore, teachers should not only base on LOTs when preparing an assessment but also, they have to consider HOTs as these levels help a lot students to be equipped with skills of making discoveries, developing projects as well as problem-solving skills.

Grounded on the level and age of the students, the findings indicate that the LOTs is mostly applied to form one and form two students while HOTs is for form three and form four students. 83% of teachers supported this argument, while only 17% of them had different view that LOTs and HOTs should be applied to both lower and higher class levels. One teacher asserted that "LOTs are used to form one and form two students because their understanding is low, while HOTs is good for form three and form four students because at this level, their brain has already developed high understanding ability". This was also noted during observation, in which many Kiswahili teachers preferred to apply oral questions of Lower Order Thinking skills to form one and form two students. But this is incorrect thinking because both LOT and HOT skills should be developed to students from lower ages. Hence, both should be applicable to all levels of students' learning regardless of their class levels and ages.

Moreover, the findings indicated that LOTs and HOTs vary in their practice on the basis of slow learners versus fast learners. 58% of teachers affirmed that when composing questions for assessing slow learners you must base on LOTs because if you give these students HOTs-questions, they will do nothing; but HOTs is good for fast learners because they have high understanding skills. This practice is also not convincing in an assessment of Kiswahili language teaching and learning. To develop student's creativity and critical thinking through language learning both LOTs and HOTs should be considered when assessing these two categories of students. This could help slow learner students also to develop HOTs skills step by step. After all, the National Examinations in Tanzania are not composed based on these students' categories, hence Kiswahili teachers also have to change their focus in assessing students.

Generally, the findings reveal that in assessing the teaching and learning of Kiswahili language, the Lower Order Thinking skills is highly applied in formative assessment particularly in class works, home works, quizzes and tests while the Higher Order Thinking skills is mostly included in summative assessment like in terminal and annual examinations as well as in the national examinations. Also, LOTs is much preferred to lower classes and lower achievers while HOTs is mostly applicable to high classes and high achievers.

Challenges Encountered by Kiswahili Teachers in Practicing Bloom's Taxonomy when Administering Formative and Summative Assessments in Secondary Schools
Concerning challenges encountered by Kiswahili teachers in practicing the taxonomy when administering formative and summative assessments in secondary schools, the findings revealed five challenges. These are analysed below.

The first challenge is difficulty in composing HOTs questions. The findings revealed that 67% of Kiswahili teachers lack enough skills of formulating HOTs questions which make students to be able to analyse, evaluate and create something. On the other hand, 33% of all Kiswahili teachers affirmed that they have skills that help them to compose HOTs questions in the assessment process. Through interview this 33% of teachers acknowledged PITA project which is providing in-service trainings in several pedagogical themes including the aspect of formative and summative assessments. This was also noted through observation in which most of the teachers provided questions to students which were under LOTs. Although many teachers preferred LOTs questions, Vygotsky's Cognitive Development Theory insists that every assessment must focus on both levels, the level of potential development and the level of actual development of the students. In other words, each assessment must target to develop students' cognition by preparing LOTs and HOTs questions.

The second challenge revealed by teachers is difficulty to include HOTs questions to formative assessment because of limited time. Through interview and documentary analysis, the findings showed that class works, home works, quizzes and tests included questions of LOTs. When teachers were asked why, 58% of teachers raised the issue of limited time for composing HOTs questions, marking them (on the part of teachers) and doing them (on the part of the students). They asserted that formative assessment is frequently administered to students hence it is difficult to handle these questions for the time allocated to a particular assessment activity such as a quiz of fifteen minutes or a test of one hour. One teacher added that "If formative assessment will be composed of both LOTs and HOTs, it will have many questions which is very expensive to the school particularly for printing and photocopying". This is the reason why most of the students fail to attempt properly the HOTs questions during the time of summative assessment like terminal examinations, annual examinations as well as the national examinations. This is because they have less practice of such kind of questions in formative assessment. Also, teachers themselves get challenges of composing and marking such kind of questions during the time of doing summative assessment because they do not do much practice in their daily teaching and learning of Kiswahili.

Thirdly, the challenge of preparing LOTs and HOTs questions is based on Competence Based Approach. The Ministry of Education, Science and Technology (MOEST) through Tanzania Institute of Education (TIE) insists on Competence Based Curriculum; this is indicated in the Kiswahili syllabus for lower-level secondary schools (2016). All curricular aspects are composed based on competence-based approach including the assessment process. Moreover, Nkya et. al. (2021) assert that although teachers are the key implementers of Competence Based Curriculum in Tanzanian schools, it depends upon the teachers' knowledge, attitude and skills on what the curriculum entails. The findings of this study indicate that 83% of teachers do not know how to compose assessment items based on the competence-based approach. Only 17% have these skills whereby they acknowledged in-service trainings provided by various projects including PITA project. Vygotsky's Cognitive Development Theory asserts that the assessment should help students to move from the level of potential development in which they need assistance from others to the level of actual development which makes them to do task by their own abilities. Similarly, Nkya et al. (2021) reveal that majority of the teachers showed low capability in implementation of Competence Based Curriculum because most of them didn't attend in-service trainings. In this case, more trainings are needed to help Kiswahili teachers administer assessments based on competence-based approach.

The fourth challenge noted is difficulty to know which question is for LOTs and which one is for HOTs. On this, 75% of teachers affirmed that they depend only on action verbs to differentiate LOTs question from HOTs question while 25% disagreed with this statement, explaining that there are other factors that could help to make them different. Action verb could not apply to all contexts. Other action verbs are multilevel verbs; they can apply to LOTs and also HOTs depending on the context of the question. They therefore play multi-roles in the assessment process. For instance, the verb '*eleza*' 'explain' could simply fall under LOTs which is assessing understanding, but this verb could also appear in HOTs. For example, a question, *Kwa kutumia diwani mbili ulizosoma, **eleza** jinsi taswira tatu kutoka katika kila diwani zilivyotumiwa na msanii kuwasilisha ujumbe kwa jamii* (Form four NECTA, 2019:6) "English translation: Using two books of poems, explain how three imageries have been used by authors to transmit the message to the society". To attempt properly this question, it needs the student to have application and analysis skills though the action verbs is 'explain'. Henceforth, depending only on action verbs, it is challenging. This finding implies that effective training is still needed in this area to enhance LOT skills versus HOT skills in formative and summative assessments.

The fifth challenge based on the view that LOTs questions are for low achievers and lower classes (form one and form two students) whereas HOTs questions are for higher achievers and upper classes (form three and form four students). For this argument, 58% of Kiswahili teachers agreed with, while 42% of Kiswahili teachers were against it by explaining that both LOTs and HOTs questions should be included to all students regardless of their level of understanding, age and class. They argued that the summative assessment particularly the national examinations assess all

students using the same tool which includes LOTs and HOTs items. Therefore, Kiswahili teachers should equip students with both skills (LOTs and HOTs), otherwise, some students will end up with lower academic achievement than others. Additionally, these teachers reported that they too harboured this false view, but after participating in several workshops led by PITA project, their mind set and practice on the application of Bloom's Taxonomy was completely changed. However, more training is needed since 58% of Kiswahili teachers still have this false view on the application of Bloom's Taxonomy in the assessment of Kiswahili language teaching and learning.

Therefore, the challenges revealed are: difficulty in composing HOTs questions, difficulty to include HOTs questions in formative assessment because of limited time, difficulty in preparing LOTs and HOTs questions based on competence-based approach, difficulty to know which question is for LOTs and which one is for HOTs; and the last challenge is based on the view that LOTs questions are for lower achievers and lower classes (form one and form two students) whereas HOTs questions are for higher achievers and upper classes (form three and form four students).

Strategies for Addressing Challenges Encountered by Kiswahili Teachers in Practicing the Taxonomy when Administering Formative and Summative Assessments in Secondary Schools

In addressing the challenges encountered by Kiswahili teachers in practicing the taxonomy in formative and summative assessments, several strategies were recommended by teachers themselves as indicated below:

The findings showed that 100% of teachers recommended on having more trainings on three areas which are:
- how to compose HOTs questions,
- composing LOTs and HOTs questions based on competence-based approach,
- how to differentiate LOTs from HOTs questions.

Also, it was proposed that sharing knowledge through cooperation between teachers within the school and interschool cooperation could help them to share knowledge and skills on how to apply Blooms Taxonomy in formative and summative assessments. This was supported by 83% of Kiswahili teachers. They asserted that some teachers had participated in several workshops but others have never been given this opportunity, therefore through this cooperation the knowledge and skills could be disseminated to as many teachers as possible. This concurs with Vygotsky's Cognitive Development Theory (1896-1934) which insists that interaction with others is required for maximum cognitive development to take place. In this case, not only students need assistance, but also Kiswahili teachers themselves need scaffolding from other experienced teachers or other

experts. This interaction will help them to get knowledge and skills on how to compose HOTs questions, as well as LOTs and HOTs questions based on competence-based approach.

Moreover, interschool Kiswahili examinations is also one of the strategies that could help Kiswahili teachers to share the practice of Bloom's Taxonomy. This was supported by 75% of teachers. They explained that the process should involve composing, moderating, supervising and marking the examination together. In relation to this, interschool Kiswahili teaching should also be encouraged. Teachers should get opportunity to exchange their teaching, for instance, a teacher from school A to go to school B, the same applies to the teacher from school B. Although these Kiswahili teachers reported that cooperation among themselves within the same school is commonly done. The aspects in which they do cooperation include topic that seems to be challenging, composing examinations, and panel marking. The findings noted that cooperation was done either before the lesson or during the lesson or after the lesson. Therefore, this helps teachers who have attended particular in-service training to share new knowledge and skills gained with those teachers who have never attended it.

Additionally, it was proposed that teachers should organize different Kiswahili gatherings, workshops and meetings which should involve sharing various skills and professional experiences including effective application of Bloom's Taxonomy levels of thinking, and the implementation of Competence Based Curriculum. This proposal was supported by 50% of all Kiswahili teachers. However, this strategy needs special budget to cover the costs of various activities like transport, facilitation, meals, venues and the like.

Generally, the strategies revealed are having more trainings on Bloom's Taxonomy application in line with Competence Based Approach, sharing knowledge through cooperation between teachers within the school and interschool cooperation, interschool Kiswahili examinations as well as organizing different teachers' Kiswahili gatherings, workshops and meetings.

CONCLUSION, IMPLICATION AND RECOMMENDATIONS

The article has examined how Bloom's Taxonomy is applied in formative and summative assessments of Kiswahili language in secondary schools so as to develop creative and thinking skills to students. The findings have revealed that in assessment process of Kiswahili language, first, the Lower Order Thinking skills is highly applied in formative assessment particularly in class works, home works, quizzes and tests while the Higher Order Thinking skills is mostly included in summative assessment like in terminal and annual examinations as well as in the national examinations. Also, LOTs is much preferred to lower classes and lower achievers while HOTs is mostly applicable to higher classes and higher achievers. The challenges revealed are difficulty in composing HOTs questions, difficulty to include HOTs questions to formative assessment because of limited time, difficulty in preparing LOTs and HOTs questions based on

competence-based approach, difficulty to know which question is for LOTs and which one is for HOTs, and the last challenge is based on the view that LOTs questions are for low achievers and lower classes (form one and form two students) whereas HOTs questions are for higher achievers and higher classes (form three and form four students).

These findings imply that many students complete with knowledge of Kiswahili language without enough competencies and skills that can help them to use it in their real contexts. To develop student's creativity and critical thinking through language learning: first both the Lower Order Thinking skills and the Higher Order Thinking skills should be considered in formative assessment as well as in summative assessment; secondly, an assessment should align with both the Lower Order Thinking skills and the Higher Order Thinking skills, and focus on examining student's knowledge, skills, competencies and values; thirdly, the Lower Order Thinking skills and the Higher Order Thinking skills should be applicable to all levels of students' learning regardless of their class level and ages.

However, there are some recommended strategies that could help Kiswahili teachers to practice the taxonomy in formative and summative assessments, these include having more trainings on Bloom's Taxonomy application in line with competence-based approach, sharing knowledge through cooperation between teachers within the school and interschool cooperation, interschool Kiswahili examinations as well as organizing different teachers' Kiswahili gatherings, workshops and meetings. It is also recommended that PITA project which deals with secondary teachers' in-service trainings in Meru District Council should continue to put more emphasis on the application of Bloom's Taxonomy in all subjects.

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