MS Research Thesis

EFFECT OF COMPETENCY-BASED LEARNING APPROACH ON STUDENTS' CRITICAL THINKING SKILLS AND ENGAGEMENT AT ELEMENTARY LEVEL

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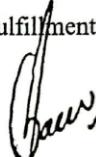
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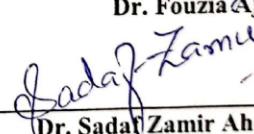
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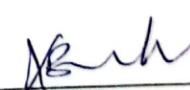
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AUTHOR'S DECLARATION

It is hereby declared that author of the study has completed the entire requirement for submitting this research work in partial fulfillment for the degree of MS Teacher Education. This thesis is in its present form is the original work of the author except those which are acknowledged in the text. The material included in the thesis has not been submitted wholly or partially for award of any other academic certification than for which it is being presented.

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SUPERVISOR'S CERTIFICATE

The thesis titled "Effect of Competency-Based Learning Approach on Students' Critical Thinking Skills and Engagement at Elementary Level" submitted by Ms. Amna Bibi Regd. No. 2-FOE/MSTE/F23 is partial fulfillment of MS degree in Teacher Education, has been completed under my guidance and supervision. I am satisfied with the quality of student's research work and allow her to submit this for further process as per IIUI rules and regulations.

Prof. Dr. Samina Malik

Dedication

I dedicate this thesis to my beloved parents, who have always supported me with their love, prayers, and care. Their sacrifices and encouragement gave me the strength to reach this point. I am also thankful to my teachers and supervisor for their guidance, knowledge, and kind support throughout my research. Finally, I dedicate this work to the students who took part in this study, their interest and cooperation gave real purpose to my research.

Acknowledgements

Abstract

Competency-Based Learning (CBL) approach is an educational approach that allows student to progress at their own pace and ensures they master specific skills before moving forward. Given the growing educational landscape, where traditional teaching approach often falls short in improving critical thinking skills and engagement. CBL is an innovative teaching approach that prioritize competency mastery over rote learning. This study aimed to measure the critical thinking skills and engagement levels of elementary school students, compare the effects of the CBL approach and traditional teaching approach on students' critical thinking skills and engagement, and assess the retention of critical thinking skills among students who experienced the CBL approach versus those who received traditional-based instruction. A quantitative research design was adopted using a true-experimental approach with pretest-posttest control groups and a retention test. The study population comprised 7th grade students from (N=88) private elementary schools in Tarnol, Islamabad. A simple random sampling of 62 students was drawn from Shaan Global School of Excellence, Islamabad, and randomly assigned to experimental and control groups (31 students each). The intervention spanned eight weeks, during which the experimental group received CBL instruction while the control group was taught through the traditional teaching approach. A self-developed achievement test was used to measure critical thinking skills (analysis), and an observation checklist was utilized to measure classroom engagement (attention). Data were analyzed using descriptive statistics (mean, standard deviation) and inferential statistics (independent samples t-tests). Findings revealed that students in the CBL group significantly outperformed the control group in posttest scores. Retention scores also remained higher in the CBL group three weeks after the intervention. Furthermore, the CBL group demonstrated significantly higher attentional engagement compared to the lecture group. These results confirmed the effectiveness of the CBL approach in improving both critical thinking skills and engagement among elementary students. It was concluded that the CBL approach is more effective than lecture-method in improving critical thinking skills and engagement. Recommendations include integrating CBL into curricula, training teachers, and updating assessments. Future research should explore other competencies and long-term impacts across varied contexts.

Keywords: *Competency-Based Learning Approach, Critical Thinking Skills, Engagement, Elementary Level*

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List of Abbreviations

APA	American Psychological Association
CBL	Competency-Based Learning
ICT	Islamabad Capital Territory
IIUI	International Islamic University Islamabad
MCQs	Multiple Choice Questions
NEP	National Education Policy
OBE	Outcome-Based Education
PEIRA	Private Educational Institutions Regulatory Authority
SPSS	Statistical Package for the Social Sciences
UNESCO	United Nations Educational, Scientific and Cultural Organization
ZPD	Zone of Proximal Development

CHAPTER 1

INTRODUCTION

Competency-Based Learning (CBL) approach is an educational approach that allows students to progress at their own pace and ensures they master specific skills or competencies before moving forward. Student's critical thinking skills include their ability to analyze information. Classroom engagement refers to the extent to which students are actively involved and interested in the learning activities during class time, which include their attention in lessons (Misbah et al., 2022). As educational practices continue to evolve, there is an increasing need to explore alternative teaching methods that can better support student achievement, among these, the CB approach has gained considerable attention for its potential to strengthen both critical thinking skills and classroom engagement. This study aims to examine the effect of CBL on students' critical thinking skills and engagement at the elementary level, focusing on Pakistan's education system, which still largely follows conventional teaching methods. By generating evidence-based insights, the research hopes to support teachers and education policymakers in adopting strategy that improve learning outcomes in elementary classrooms.

In this study, CBL approach was compared with traditional teaching approach by applying each to separate groups of students within a controlled classroom setting. The experimental group was taught using the CBL approach, which emphasized personalized learning tasks, master-based assessments, and active learning activities tailored to students' individual learning levels. On the other hand, the control group received instruction through traditional approach of teaching English that are commonly used in Pakistani classrooms. These included the Grammar–Translation Method (GTM), Direct Method, and lecture-based explanations supported by question–answer sessions and textbook exercises and classroom discussions. These conventional methods focused more on teacher led instructions. Covering content with a set timeframe, rather than ensuring each student mastered the required skills. To compare the effectiveness of the two approaches, students' performance in critical thinking skills(analysis) and classroom engagement (attention) was assessed using pre-test, post-test, retention test, and structured classroom observations. This design

provided a clear and systematic comparison between the student-centered CBL model and the more teacher-centered traditional practices.

As education continues to evolve, CBL has emerged as a promising approach focused on improving student outcomes by shifting the emphasis from time-based instructions to skills mastery. Instead of moving all students through lessons at the same pace, CBL allows them to progress individually making sure to fully understand the concepts before advancing. This approach supports personalized learning giving students the opportunity to allow their own earning paths and apply their knowledge in practical, real-world contexts. In this study, critical thinking is viewed as a student's ability to analyze information, while engagement is understood as their sustained attention during class activities. In classroom settings, these two skills are often ignored in traditional teaching, even though they are essential for helping students become engaged, reflective learners who can handle real-life challenges outside of school.

In many Pakistani classrooms, where the traditional teaching approach still dominates, teaching tends to focus on rote memorization and with limited support for critical thinking skills development (Akala, 2021). Therefore, this study aimed to explore the effect of the CBL approach on students' critical thinking (analysis) and engagement (attention) at the elementary level in Pakistan. The research focused on 7th-grade students at Shaan Global School of Excellence, with particular emphasis on English subject instruction. By introducing a CBL-based intervention and comparing outcomes, this study aimed to produce evidence that could inform policy and pedagogy for foundational education reform.

1.1   Background

In today's fast-changing knowledge driven world, there is an increasing demand for students to gain higher-order thinking skills and the capacity to apply knowledge in practical contexts. Across the globe, educational system is gradually shifting away from traditional models that prioritize rote memorization, moving instead toward learner-centered approaches that improves critical thinking active engagement, and transferable skills. Within this evolving landscape, the CB approach has gained attention as transformative method of instruction. Rooted in the belief that earning should be measured by students demonstrated mastery of clearly defined

competencies__ rather than the time spent in class. CBL approach emphasizes meaningful progress and deeper understanding (Foster & Jones, 2020). One of the main benefits of this approach is that it helps students build analysis skills necessary part of critical thinking that allows students to break down information, recognize patterns, and make informed decisions.

The CBL approach is grounded in constructivist learning theories, which view students as active participants in their own learning. Unlike the traditional teaching approach that are typically teacher centered and time constrained. CBL approach allows students to move at their own pace, emphasizing mastery or skills and concepts rather than the amount of time spent in class (Henri et al., 2017). This approach goes beyond simple knowledge acquisition; it aims to develop students' ability to apply what they learned in thoughtful and analytical ways. Additionally, CBL's flexible structure and use of personalized tasks helps sustain attention, an essential component of students' engagement. When leaners interact with material that align with their abilities and interests, they are more likely to remain focused and meaningfully involved in their work (Misbah et al., 2022).

A growing body of research highlights the positive effect of CBL on both critical thinking skills and engagement, particularly in enhancing analytical reasoning and sustained attention. For instance, Hang (2020) developed a CBL-integration moral education program for primary school students in Vietnam, reporting notable improvements in students' ability to analyze moral dilemmas and craft thoughtful written responses. Similarly, Clapp (2024) found that high school students who participated in community-based CBL project demonstrated deeper reflective thinking and remained consistently attentive while completing complex tasks. These findings underlined the cognitive benefits of CBL and support further exploration of its effects at earlier stages of education.

The role of English language instruction within CBL framework is particularly important, as language-based tasks, such as writing, comprehension, and interpretation which provide rich opportunities to improve analytical thinking. In study by Cameron et al. (2024), secondary students who received CBL oriented writing instructions produced composition with greater clarity, structure, and analytical depth. These outcomes were attributed to the performance-driven and feedback-centered nurture of CBL, which encouraged students to review their work

and improve continuously. Likewise, Cordova et al. (2019) observed the incorporating of CB strategies onto English classroom prompted students to engage more critically with content and articulated their ideas more effectively. Such findings directly support the focus of the present study, which investigates the development of the analytical skill through English instruction at the elementary level.

In addition to supporting cognitive growth, the CBL also encouraged the focus attention, an important aspect of behavioral engagement. Students earning through CBL tend to stay more attentive in class because they understand learning goas, get consistent feedback, and take part in activities that ae meaningful and suited to their stage of development (Newmes, 2019). Vaux (2024), in her qualitative investigation of elementary teachers' perspectives, observed that younger students in CBL settings were more attentive during lessons and less prone to distractions, especially when they received individualized support. These findings are especially important in early education, where maintaining students' attention is essential for affective learning and future academic achievement.

Although, global research increasingly supported the CBL approach, its use within Pakatan's elementary education system is quite limited. The prevailing instructional model continues to be lecture-based and exam-focused, with little room for individualized pacing, performance-based assessment, or critical engagement with content. While the National Curriculum of Pakistan highlighted higher-order thinking, actual classroom practices often drop short of these goals due to a lack of teacher training, inadequate infrastructure, and resistance to pedagogical innovation (Akala, 2021; Kiprotich, 2020). These structural challenges make it difficult to adopt more forward-thinking methods like CBL, even though they have been shown to each learning outcomes.

Additionally, more research on CBL has focused on Secondary and higher education, leaning a gap when it comes to understanding how well it works at the elementary level, especially in subject like English. Elementary students are in a formative phase where both cognitive and behavioral competencies are being shaped, making it a crucial stage to examine the effect of innovative teaching strategies. Although studies such as Hang (2020) and Suchyadi et al. (2020) have explored CBL in early grades in other countries, there is a lack of localized research in Pakistan that measures the specific effects of CBL on students' analysis skills and attention in

English classrooms. Addressing this gap can inform context-specific strategies for educational reform.

In this context, the present study aimed to explored the effect of the CBL approach on students' critical thinking skills and engagement among 7th-grade students at Shaan Global School of Excellence, Islamabad. The intervention utilized CBL principles such as mastery learning, performance-based assessment, and personalized pacing within the English subject. By assessing students' ability to analyzed literary content and observing their attention during lessons, the study sleeked to generate empirical evidence on how CBL can enhanced critical and behavioral learning outcomes in an elementary setting. This study aimed to add valuable insights to academic research and helped shaped practical policies in Pakistan's educational system, especially by promoting more students-centered and competency-focuses teaching methods.

1.2   Problem Statement

In many educational institutions, the traditional teaching approach heavily relies on content delivery and rote memorization rather than skills development. This traditional approach limits students' ability to think critically. The CBL approach offers a personalized approach to education, allowing students to progress at their own pace and master skills before advancing. However, its effect at the elementary level in developing countries like Pakistan remains largely unexplored, as most research focuses on higher education and secondary schools. In an education system where the traditional teaching approach are predominantly used, there is a need for empirical evidence to investigate how the CBL approach affects students' critical thinking skills and engagement in English subject. This study aimed to address this research problem by examining the effect of CBL approach on students' critical thinking skills and engagement at elementary level.

1.3   Objectives of the Study

The objectives of the study were to:

1. Measure the levels of critical thinking skills of elementary school students.
2. Measure the engagement levels of elementary school students.

3. Compare the critical thinking skill scores of students taught through the competency-based learning approach and those taught through traditional teaching approach at the elementary level.

4. Compare the engagement scores of students taught through the competency-based learning approach and those taught through traditional teaching approach at the elementary level.

5. Assess the retention of critical thinking skill among students who experience competency-based learning approach compared to those who undergo traditional teaching approach.

1.4   Research Questions

The research questions of the study were as follows:

RQ1. What are the levels of critical thinking skill of elementary school students taught through the competency-based learning approach and traditional teaching approach?

RQ2. What are the engagement levels of elementary school students taught through the competency-based learning approach and traditional teaching approach?

1.5   Hypotheses of the Study

The hypotheses of the study were as follows:

H_{01}: There is no significant difference in the critical thinking skill scores of students taught through the competency-based learning approach and those taught through traditional teaching approach at the elementary level.

H_{02}: There is no significant difference in the engagement scores of students taught through the competency-based learning approach and those taught through traditional teaching approach at the elementary level.

H_{03}: There is no significant difference in the retention of critical thinking skill between students who experience the competency-based learning Approach and those who undergo the traditional teaching approach.

1.6   Significance of the Study

This study is important because it looks at how the CBL approach can improve students' ability to think critically, especially their critical thinking skills of analysis and help them stay more focused during lessons. In many classrooms across Pakistan, students are still being taught mainly through traditional teaching approach, which leaves little room for active learning. By testing the CBL approach in a regular school setting, this study gives teachers and school leaders practical ideas they can use to make lessons more interactive and meaningful.

The findings of the study are beneficial for multiple stakeholders. First, it helps students by giving them a better way to learn that builds their critical thinking skills and keeps them focused in class. Teachers can use the study to find new ideas for making lessons more interesting and helping students understand deeply instead of just memorizing. School heads and principals can use the findings to bring useful changes to teaching methods in their classrooms. Curriculum designers may use it to include more skills-based activities in textbooks and lesson plans. Additionally, Educational policymakers can take guidance form the study to improve the quality of teaching in schools across the country. Lastly, researchers and educationists will find this study helpful as it adds valuable information about modern teaching methods and student learning in Pakistan.

1.7   Delimitations of the Study

Delimitations of the study were as follows:

1. All private elementary schools in Tarnol region of Islamabad, Pakistan.
2. The study was delimited to the English subject of 7th grade students from the Shaan Global School of Excellence, Islamabad.
3. The focus was on one critical thinking skill: analysis and one engagement indicator: attention.
4. The study was delimited to the Grade 7 English textbook (National Book Foundation) units: Unit 1, The Last Sermon of Hazrat Muhammad (PBUH), and Unit 2, Nature, which includes Parts 2A (Visit to Khewra Mines), 2B (People are Made of Places – Poem), 2C (Natural Wonders of the World), and 2D (Reading for Specific Purposes).

1.8 Operational Definitions

1.8.1 Competency-Based Learning Approach

In this study, the CBL refers to an instructional approach where students progress at their own pace and achieve mastery of clearly defined competencies before advancing. It involves personalized learning tasks, active learning strategies, and mastery-based assessments designed to enhance students' critical thinking skills and engagement.

1.8.2 Critical Thinking Skills

In this study, critical thinking skills refer to the cognitive abilities of students to analyze information systematically to draw reasoned conclusions, solve problems, and make informed decisions. These skills are assessed through task requiring sentence analysis. In this study, critical thinking skills were delimited to one main critical thinking skills; analysis. Analysis was chosen because it is the foundation of higher-order thinking and can be easily observed in elementary classrooms. Students often practice breaking down sentences, finding main ideas, and comparing details, which makes analysis a practical and reliable way to measure their critical thinking growth within the given curriculum.

1.8.3 Classroom Engagement

In this study, classroom engagement refers to the extent to which students are actively involved and interested in the learning activities during class time, including their attention in lessons. It focuses on one main indicator; attention which further focus on sub indicators. Attention was selected because it is the clearest and most visible sign of student engagement during lessons. It shows how well students stay focused, follow instructions, and avoid distractions. Since CBL aims to keep learners actively involved, attention provided a simple and valid way to assess their classroom engagement.

1.9   Conceptual Framework

Figure 1

Conceptual Framework

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┌──────────────────────────┐      ┌──────────────────────────┐
│  Independent Variable     >      │  Dependent Variables      >
└──────────────────────────┘      └──────────────────────────┘

╭──────────────────────────╮      ╭──────────────────────────╮
│      COMPETENCY           │      │       CRITICAL           │
│   BASED LEARNING          │      │   THINKING SKILLS        │
│      APPROACH             │      │                          │
╰──────────────────────────╯      │       Analysis           │
                                  │                          │
╭──────────────────────────╮      ╰──────────────────────────╯
│                           │
│   • Personalized          │ ══>
│     Learning Tasks        │
│                           │      ╭──────────────────────────╮
│                           │      │     ENGAGEMENT           │
│   • Mastery Based         │ ══>  │                          │
│     Assessments           │      │      Attention           │
│                           │      │                          │
│   • Active Learning       │      ╰──────────────────────────╯
│     Strategies            │
╰──────────────────────────╯
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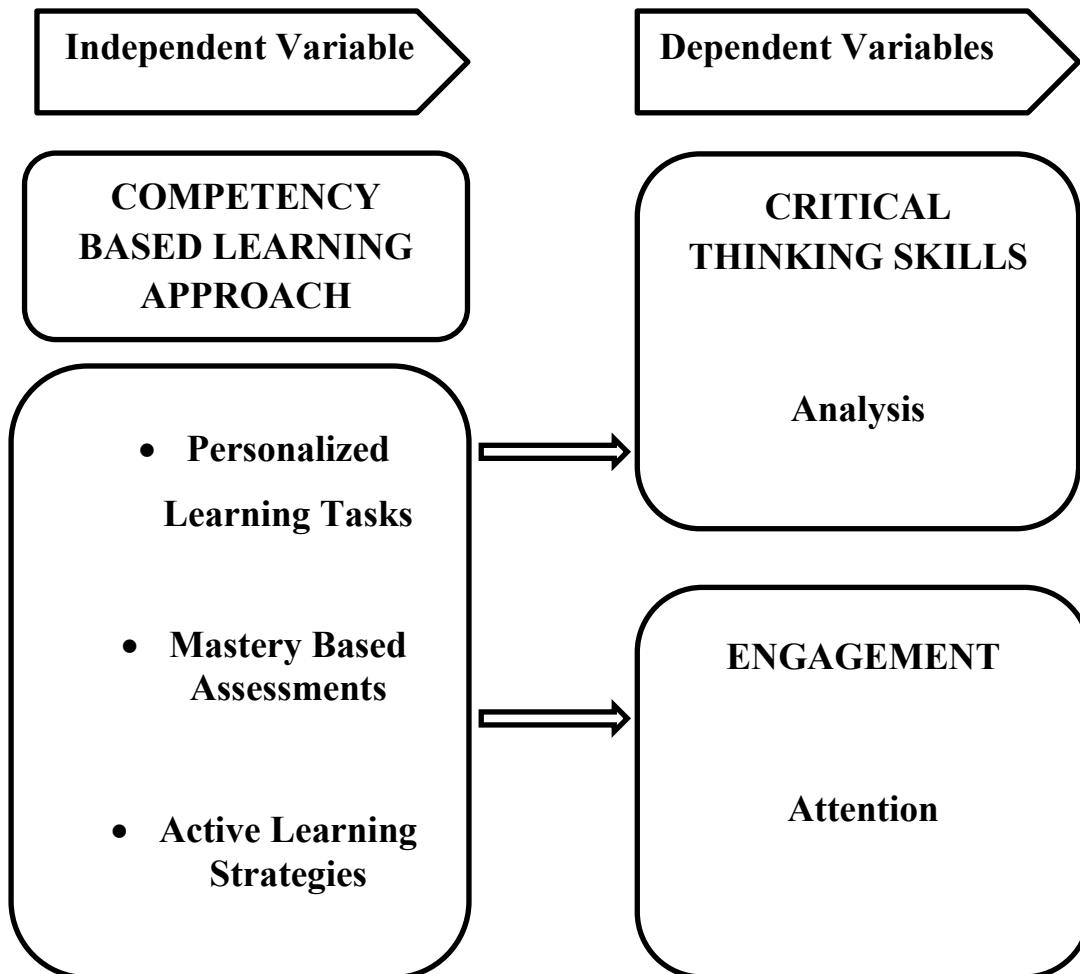
In this study, CBL approach is the independent variable and includes three core strategies: personalized learning tasks, mastery-based assessments, and active learning. Hess et al. (2020) explained that personalized learning allows students to work at their own pace, with tasks tailored to their abilities and interests, ensuring that every learner can engage meaningfully with the material. They further emphasized that Mastery-based assessments focus on understanding and skills development rather than time spent, requiring students to demonstrate competency before moving on. Similarly, active learning strategies, such as group discussions, problem-solving, and sentence reconstruction, keep students actively involved, promoting collaboration, reflection, and sustained attention throughout the lessons. Together, these strategies aim to help students learn at their own pace, stay engaged, and build essential skills.

Additionally, the framework suggests that CBL can positively influence two dependent variables: critical thinking skills (specifically analysis) and student engagement (measured through attention). Pambudi et al. (2024) highlighted that through analysis-focused tasks, students learn to break down information, identify patterns, and make informed decisions, which strengthens their analytical thinking. At the same time, attention and participation are enhanced as students engage with tasks that are interactive, relevant, and suited to their level. It highlights how moving from traditional teaching approach to a more student-centered approach may enhance both thinking ability and classroom involvement.

CHAPTER 2

LITERATURE REVIEW

The CBL approach has received considerable attention in recent years, particularly regarding its effect on critical thinking skills and student involvement. CBL prioritizes a student-centered educational model that means to encourage specific competencies students need to exhibit before advancing. This literature review aimed to explore the key research and theories that both support and challenges the CBL approach, with a special focus on its use in elementary education.

2.1   Review of Literature

2.1.1   Definition of Competency-Based Learning (CBL) Approach

The CBL approach is described as a student-centered education model where learners advanced by demonstrating mastery of well defined, measurable, and transferable skills. Unlike traditional models, which are time-based and content-driven, CBL highlights the development of important competencies that are associated with real-world applications. According to Henri et al. (2017), CBL is rooted in outcome -based education, prioritizing learning development through mastery rather than time spent in instruction. CBL frameworks are designed to promote educational equity by offering students personalized support, adaptable learning pathways, real-world opportunities to apply what they have learned. This stud aligns with contemporary research by contributing foundational insights into how CB; effect students 'engagement and critical thing skills, particularly at the elementary level. It builds on existing understanding while providing practical evidence of CBL's effectiveness in diverse classroom settings.

2.2   Early Foundations and Broader Applications of Competency-Based Learning

CBL approach has undergone a notable transformation over the ears, evolving from early educational -reform efforts that sought to align content master with meaningful academic achievement. Suchyadi et al. (2020) emphasized the value of competency-based assessment tools, particularly in enhancing teacher effectiveness__ a factor that this study also highlights as critical. Effective teacher training in CBL models is essential as it directly influence student learning outcomes, making it a

necessary consideration in current elementary education research. In a similar way, Sandjarovna (2022) examined the application of CBL in foreign language education, improving its adaptability across subject and grad levels while also showcasing its effect on improving critical thinking skills in diverse educational settings.

Historically, the roots of CBL can be tracked back to education reforms in the United States during the 1970s. which aimed to connect academic learning with rea-world job skills. Ford and Meyer (2015) explored these early models, noting their focus on clearly defined outcomes and structured accountability within curriculum design autonomy. Their work highlights the importance of designing learning experiences that move beyond rote memorization, relying instead of an author assessment that reflect real-life competencies. This historical progression is highly relevant to the present study, which draws upon this shift from rigid, time-based instructions to learner-centered models that prioritize meaningful engagement and measurable outcomes.

2.2.1 Transition Challenges and Implementation Issues in Competency-Based Learning

As CBL approach became more widely adopted, researchers began to examine the challenges involved in putting it into practice. Zheng et al. (2019) investigated the difficulties students face when moving from traditional lecture-based learning to CB approaches. They found that younger students, especially at the elementary level, often struggle in self-directed learning environments because they a still developing skills like self-disciplined and time management. These findings are important as they highlight potential hurdles in using CBL and showed the need for supportive teaching strategies to help young learners stay engaged and think critically.

The implementation of the science Competency-Based Curriculum (CBC) in Sub-Saharan Africa has faced challenges as classroom practices often remain traditional and teacher-centered. This gap has limited the curriculum's effectiveness in meeting socio-economic needs at both individual and national levels. To address these issues, researchers recommend innovations such as laboratory schools and teacher communities of practice to improve teachers' content knowledge and teaching methods, ensuring more successful adoption of competency-based approaches (Nsengimana et al., 2020).

Similarly, Akala (2021) studies how the Competency-Based curriculum (CBC) was being used in Kenya and found problems like lack of resources, and teaching methods that didn't match the new approach. His research points out how crucial it is to have proper support and effect student engagement in elementary classrooms.

2.2.2 Competency-Based Learning and Critical Thinking Skills

Critical thinking is one of the most important gals in education, and recent r3search shows that the CBL approach helps develop it effectively. Zheng et al. (2019) pointed out that the CBL encourages students to think more deeply about what which naturally builds higher order thinking skills. The kind of deep thinking especially important et the elementary level, where building a strong base in critical thinking can benefits students throughout their academic journey.

In a similar study, Malhotra et al. (2023) found that students who were part of CBL were better at solving complex problems compared to those taught through traditional methods. These findings support the purpose of current study, which aims to see if CBL can also help improve critical thinking skills among elementary students in Islamabad.

2.3 Competency-Based Learning and Students' Engagement

Students' engagement, is basically how interested and actively involved the are in learning, it is another important area where CBL has shown positive results. According to Evans et al. (2020), students in a CBL classroom were more likely to ae part in activates a stay interested in what they were learning. This kind of engagement is especially important et the elementary level, where keeping students motivated pays a big role in their future academic success.

Misbah et al. (2022) also point out that the personalized learning aspects of CBL makes lessons more meaningful, as students can connect that there are learning to real life-situations. These studies suggest that when students follow a learning path that suits them, they become more engaged, which help us better understand how CBL may benefit young learners.

Adding to this, Pamnbudi et al. (2024) found that CBL helped university students improved their English- speaking skills in noticeable way. Although this study was done in higher education, it shows how CBL can build specific skills like

critical thinking, which is also important for younger students. In a similar study, Denny et al. (2024) compared CBL with traditional teaching in statistics class. They found that both approaches helped students learn, but CBL gave students more flexibility. This flexible learning environment could be helpful in increasing both engagement and critical thinking skis among elementary school students, which is exactly what the current stud aims to explore.

2.4 Conceptual Foundations and Pedagogical Shifts in Competency-Based Learning

The ideas behind CBL are strongly connected to constructivist theories, which suggests that students learn best when (Dunagan & Arson, 2021). Hess et al. (2020) explain CBL moves away traditional teaching, methods and instead focusing on more personalized, student-centered approach.in this method students learn at their own pace and work toward mastering skills, which gives them more control over their learning. This shift helps build critical thinking skills because students are encouraged to go beyond memorizing and really understand and what to learn to real-life situations. The current study builds on this idea by examine how these CBL princeples can help improve critical thinking skills and engagement among elementary students, especially by creating learning experiences that support deeper thinking in young learners.

2.5 Global Adoption and Policy Support for CBL

Around the world, education system is updating their curricula to include competency-based approaches to meet the needs of 21st century skills. Kimario and Otieno (2022) looked at hoe the CBC were used in secondary schools in Tanzania. Their study showed that CBC had a positive effect on students' future careers by encouraging creativity, innovation and the development of individual talents. It also helps students build important skills, needed for long term growth, which matches the country education goals.

In a similar way, Lassnig (2017) pointed out that while many countries face challenges in clearly putting CBL into practice, they tend to see better results when strong policies and proper institutional support are in place. These insights are important for the current study, which explored how a policy-based framework effects students' engagement and critical thinking skills in Pakistani classroom setting.

2.5.1 Learning Theories Supporting CBL

The CBL approach is strongly connected to constructivist and mastery learning theories. Hese theories stress the importance of students actively building their own understanding through hands-on experiences and real-life application. Henri et al. (2017) explained that CBL brings togethers ideas for cognitive psychology and instructional design b breaking down learning into clear, manageable tasks that helps students gradually mater skills. They also pointed out that learning should be purposeful, measurable and tailored to each student, principles that align well with Bloom's Taxonym and Vygotsky's ideas about social earning. These theoretical foundations give string support to the current study, which aims to measure critical thinking and engagement through carefully designed English Lessons in elementary school classrooms.

2.6 Constructivist Approaches and CBL

CBL approach fits well with the constructivist theories, which suggests that students earn best when they actively build their own understanding rather than just receive information. In a study from Vietnam, Hang (2020) used CBL to teach moral education by focusing on real-life ethical issues that encouraged students to think critically and reflect. The results showed that this method helped students improved their reasoning and communication skills, highlighting how constructivist learning theories can strengthen important competencies. Similarly, Hernandez-de-Menendez and de Monterrey (2016) rotted that CBL works best when students are engaged in real world problem-solving tasks. These findings support the current study by showing how CBL grounded in constructivists ideas, can effectively promote critical thinking in young learners.

The idea of competency in education includes not just knowledge, but also skills and attitudes that can be used in real-life situations. Henri et al. (2017) pointed out that competencies should go beyond academics learning to include persona qualities and the ability to adopt different situations, something that is very important for todays' students. Akala (2017) also describe competency as something complex that requires regular reflection and assessment. These ideas directly relate to the current research, which aims to improve both how students think and how they

behave, especially their critical thinking skills and engagement, using a BL approach in elementary classrooms.

2.6.1 Cognitive Competencies: Critical Thinking and Problem-Solving

Critical thinking and problem-solving are key skills that the CBL approach aims to develop. in a study conducted in Vietnam, Hang (2020) found that primary school students improved their ability to reason and evaluate skills when exposed to CBL-based moral education lessons.

Similarly, Yolande and Ngwa (2024) demonstrated that secondary students in Cameroon developed better writing organization and dispute skills under CBL frameworks that enclosed critical thinking tasks into language instruction. These findings highlighted that CBL enhances learners to practice higher-order thinking, a necessary objective in the current study concentrating on elementary English students in Islamabad. The integration of structured writing, analysis, and interpretation in lesson planning aligns directly with the cognitive outcomes identified in these studies.

2.6.2 Non-Cognitive Competencies: Collaboration, Adaptability, and Intercultural Competence

Beyond cognitive development, CBL also fosters essential non-cognitive competencies such as collaboration, adaptability, and self-regulation. Misbah, et al. (2022) explored how teacher interactive behavior influenced student attention and competency development. They found that supportive teacher–student relationships were critical for fostering engagement and flexibility in CBL environments.

Similarly, Vaux (2024) observed that young learners in U.S. elementary classrooms showed greater enthusiasm and collaboration when engaged in competency-driven learning tasks. These non-cognitive skills are pivotal to the proposed study, which also aims to evaluate students' enthusiasm and participation—core engagement indicators—under a CBL approach.

2.6.3 Digital Literacy and Technology Skills in CBL

As digital competency becomes necessary in education, CBL frameworks increasingly incorporate technology-based tasks to promote student autonomy and digital fluency. Saud and Chen (2018) conducted an integrative review showing that competency-based programs in health sciences effectively improved students'

preparedness through technology-enhanced instruction. While their focus was on medical and nursing students, the underlying principle—linking learning competencies with digital engagement—holds relevance across levels.

In alignment with this, Mayeshiba et al. (2018) found that students in online CBL environments established higher levels of critical thinking than those in traditional online classes. These understandings play role in the current research by providing strong evidence that CBL frameworks participating multimedia or digital activities may also improve students' cognitive engagement at the elementary level.

2.6.4 CBL approach in Secondary Education: A Global Perspective

Around the world, the CB approach is being used more in secondary education to meet diverse students' needs and better prepare them for both academic and career paths. In a Tanzanian study, Kimario and Otieno (2022) demonstrated that implementing the CBL approach in secondary school directed to improved student achievement and promoted creativity, innovation, and practical skills development.

Likewise, Omondi and Achieng (2020) explored the efforts of CBL on students' performance in Kenyan primary schools and determined that learner-centered teaching strategies under CBL frameworks improved better academic engagement and mastery. These findings highlight how the CBL approach helps promote educational equity by addressing each students individual learning needs, this directly supports the aim of the current stud which seeks to enhance both students' engagement and critical thinking skills at the elementary level.

2.7 CBL approach in Higher Education: Effects on Flexibility and Learning Outcomes

The CBL approach has shown significant benefits in post-secondary and higher education by promoting flexible learning and allowing students to progress at their own pace. In a recent study, Pambudi et al. (2024) found that implementing CBL in Indonesian universities help improved students' English-speaking skills through hands-on, student-centered activities. Likewise, Almendra (2019) Institute that CBL motivated learners in a pre-calculus course and led to higher academic performance than traditional approaches. These studies show that CBL can effectively develop both content mastery and critical thinking when students are provided with autonomy and relevant competencies. While these studies, primarily focus on older learners, the

strategies they highlight, such as task based learning and continuous assessment are adaptable to elementary classrooms have informed the instructional designs of the present study.

However, despite its many advantages, implementing the CBL approach within traditional education system possess several challenges. Kiprotich (2020) found that the limitations of CBL implementation in public primary schools in Kenya and demonstrated that limited teacher training, limited infrastructure, and strict assessment structures create obstacles the effective distribution of Competency-based content.

Additionally, there is consistency with the observations of the Chappell et al. (2020) who pointed out that the transitional of a CBL model often conflict with long established traditional practices, making systematic reforms and ongoing teacher training essentials. In reaction to the present study, these understandings highlighted the need for through preparation for both the curriculum and teaching staff before introducing a competency based instructional framework in elementary schools.

2.8   Effect of CBL Approach on Students' learning Environment

Student engagement and critical thinking skills are two essential learning outcomes emphasized in the CBL approach. Newmes (2019) observed that when student was given personalized learning activities within a CBL framework, where they could learn at their own pace and revive continuous feedback and their engagement levels also increased noticeably, especially at the secondary level.

Clapp (2024) demonstrated that lesson centered around real-world problems not only improved classroom participation but also encouraged deepen reflective thinking among students. These students highlight how CBL improves meaningful engagement by empowering earners with greater autonomy and connecting classroom content to real life context.   This directly supports the present study focus on evaluating engagement through indicator like attention (Newmes, 2019; Clapp, 2024).

A growing body of research also support the academic effectiveness of CBL approach enhances learning outcomes across various subjects and educational levels. For instance, Foster and Jones (2020) demonstrated that students enrolled in CBL-delivered programs achieved significantly higher competency scores compared to their peers in traditional classroom models. In a similar vein, Denny et al. (2024)

explored that CBL concerned with online instruction in statistics encouraged better conceptual understanding and knowledge retention than traditional methods. Together, these findings confirms that the academic benefits of CBL, improving its potential in elementary education to improve both skills achievement and profounder reasoning engagement.

2.9   Comparison of CBL approach and Traditional Learning Environment

Comparative research consistently highlights the advantages of the CBL approach over tradition teaching methods, particularly in improving student engagement and academic performance. For example, Mayeshiba et al. (2018) observed that students participating in Competency-Based online programs exhibited stronger critical thinking skills and abilities compared to those in conventional classroom settings. In a similar study, Almendra (2019) found that students enrolled in CBL pre-Calculus course showed higher levels of attention and achieved better academic results than their counterparts in traditional classes. These evidences support the rationale behind the current study, demonstrating how CBL not only enhances students' engagement but also cultivates analytical thinking which is an essential skill for long-term academic success.

2.10   Teacher Perspectives on Implementing the CBL approach

Teachers play a vital role in the effective implementation of the CBL approach. Rogers (2021) found secondary teachers' insights of CBL and demonstrated that while mostly teachers appreciated its learner-centered philosophy, they also put efforts with bring into line traditional resources and assessments with competency-based goals. Teachers highlighted that there is a need for professional development, clear rubrics, and collaborative planning to adjust to the new model efficiently.

 Similarly, Misbah et al. (2022) exposed that teacher's interactive behavior, especially positive reinforcement and support, meaningfully effect students' attention in CBL setting. These findings support the proposed study's implementation framework by underlining the role of the teacher not only as a content deliverer but also as a facilitator of engagement and thinking.

Effective CBL implementation demands robust teacher training and support system. Suchyadi et al. (2020) emphasized the importance of developing teacher

capacity through structured training and collaboration. Their study in Indonesian elementary schools showed that when teachers were trained in designing competency -based assessments, their instructional quality improvement, and students learning outcomes became more measurable and meaningful. These findings echo in Prasetia et al. (2020) work, which concluded that competency-based school models thrive in environments where teachers understand both the content and the pedagogical underpinnings of CBL. This underscores there is a critical link between teacher willingness and the effective development of critical thinking skills and engagement which are the core objectives in the current study.

Several local studies have shown how schools managed to adopt the CBL approach even when facing challenges related to infrastructure and teaching practices. For example, Kiprotich (2020) explored how public primary schools in Kenya dealt with the shift. The study found that although curriculum planners had embraced the idea behind CBL many teachers struggle to put them into practice due to limited resources and lack of proper training. However, the school where leadership was supportive and teamwork was encouraged, educators found ways to make it work. These experiences offer valuable lessons for countries like Pakistan, shown that whole adopting CBL is possible, successful implementation depends on addressing practical challenges and building strong support system.

2.11 CBL Approach and Students' Anxiety Reduction

One of the advantages of the CBL approach it is ability to ease students' anxiety b allowing flexible pacing and focusing on mastery. In a systematic review, Evans et al. (2020) found that students in CBL classrooms experienced lower levels of stress because they could follow their own learning paths and the chance to revisit and improve their work. Instead of being penalized for not keeping up, students were encouraged to move forward once they had fully grasped a concept. This shift help create a more supportive and less pressurized learning environment.

Similarly, Saud and Chen (20218) discovered that medical and nursing students enrolled in CBL programs reported feeling more satisfied, less anxious, and better prepare for applying their skills in real life setting. These findings provide strong backing for the current study's assumption that using a CBL -based approach

in elementary classrooms in Pakistan could help students feel more emotionally secure and confident.

Lower anxiety in CBL settings is also closely linked to the support structures and teaching methods used. In a recent doctoral study, Vaux (2024) explored how K-3 teachers viewed CBL and found that students were less tressed and more active in class when teachers gave frequent feedback and set personalized learning goals. Likewise, Misbah et al. (2020) highlighted the importance of strong teacher student relationships, showing that students are more willing to take learning risks when they feel emotional safe and supported. These insights underline the importance of building thoughtful feedback systems and creating emotionally supportive classrooms which are Key elements that are centra to the experimental design of the current study.

Competency-based instruction has shown significant potential in improving English language learning, particularly in areas such as pronunciation and intonation. Research conducted in universities in Katsina State revealed that students taught through this approach performed better in mastering intonation patterns compared to those taught with traditional methods. The study highlighted how focusing on specific competencies allowed learners to practice and internalize language features more effectively, leading to improved oral communication and clearer expression in English (Sadiq & Shehu, 2023).

Students often become more confident and develop stronger self-belief when learning in a competency-based environment. Pambudi et al. (2024) observed that learners evolved in CBL-focused English-speaking activities not only enhanced their speaking skills but also felt more confident using the language in real situations. This advancement was credited to the low risks, feedback _ determined design of the activities, which allowed for error correction and regular mastery.

Additionally, Lassnigg (2017) claimed that by participating in performance tasks and clear success criteria, the CBL approach helps learners see their own progress, thereby improving academic self-belief. These findings are directly relevant to the present study, which expect that a thoughtful design CBL interventions in English classrooms will help strengthen students' confidence in their academic abilities whole also improving their overall performance.

2.12 CBL Approach and Writing Skills Development

The CBL approach has proven especially effective in improving students' writing skills, thanks to its focus on clear performance standards, continues feedback, and opportunities for revisions and improvement. In a stud conducted in secondary schools in Cameroon et al. (2024) examined how CBL effected the development of students' writing abilities. Their findings explored that students showing to CBL aligned instructional techniques _ such as rubrics, peer feedback, and task-based writing confirmed improved organization, consistency, and critical reflection in their arrangements.

The focus on outcomes and personalized support stimulated deeper processing of content, which is necessary for improving writing fluency. These results matched with the objectives of the current study, specifically as it showed the use of English writing tasks to develop critical thinking skills and engagement at the elementary level (Yolande & Ngwa, 2024).

In a CBL setting, writing skills are typically improved through real-world tasks and ongoing formative feedback that helps students refine their work over time. Cordova et al. (2019) evaluated the effectiveness of strategic involvement materials based on the CBL approach in enhancing English writing performance among Grade. VII students. Their study showed that learners who used the intervention materials showed more progress in structuring arguments, using relevant vocabulary, and following to writing conventions compared to those in traditional classrooms. These improvements were attributed to CBL's structure, which allowed for guided writing, reflection, and targeted skills development. This study provides strong supports for the structure of the current intervention, which integrate formative assessment into English writing tasks at the Elementary Level.

One of the key effective strengths of the CB instructions is that it helps students grow in both their writing skills and critical thinking skills at the same time. Hang (2020) found that how CBL based ethical education lessons improved not only students analytical reasoning skills but also their ability to express influences through writing. Learners showed growth in both clarity and smoothness of written responses when they were required to analyses real-world moral circumstances.

Similarly, Chappel et al. (2020) stressed that when writing is enclosed as a competency to be mastered with criteria, reflection, and opportunities for revision – it changes into a tool for cognitive and communicative development. These insights help shape the current study by designing English writing activities that do not just focus on grammar and mechanics but also encourage students to think, do logical reasoning, structure, and reflect on their writing.

2.12.1 Competency-Based Curriculum Models in the Context of Globalization

With globalization reshaping put world, schools n facing growing pressure to equip students with the skills flourish in fast-changing, interconnected societies. As a result, the CBL approach has appeared as a powerful response to these changing demands. Henri et al. (2017) highlighted that CBL frameworks bring into line closely with the competencies needed in globalized economies, such as flexibility, collaboration, and critical thinking skills. Their review found that CBL models prepared students with the practical and cognitive tools important to direct real world challenges, specifically in multicultural and digital environments. This background need for globally aligned skills reflects the goals of the CBL study, which emphases on preparing students at the elementary level to engage critically and effectively in an increasingly complex world.

To Succeed in today's global society, students need a wide range of adaptable skills, like strong communications, critical thinking skills and an understanding of different cultures. Ponomariovie et al. (2025) examined personalized monitoring within CBL systems and found that students progressed more effectively when their unique learning paths were aligned with international competencies. The study highlighted how CBL's flexibility and assessment transparency empower learners to meet global educational standards.

Additionally, it was discussed how globalization has pushed educational systems to redefine effectiveness not by test scores but by the ability of learners to apply knowledge adaptively across contexts. These findings reinforce the core purpose of the current study, which is to nurture critical thinking skills n young earners through, flexible, competency-based instructions at the foundation level. (Lassnigg, 2017).

The introduction of the CBL approach has flashed major shifts in educational systems around the world. Hernandez-de- Menendez and de Monterrey (2016) observed that competency-based curriculum reforms are not just educational adjustments but methodical changes aimed at making education more interested to global labor markets and lifetime learning. Similarly, Omondi and Achieng (2020) found that the implementation of the CBL approach in Kenyan primary schools signaled a move from exam-oriented instruction to one focused on skills, performance and continuous feedback. These improvements reflect the need for early contact to critical capabilities an idea central to improve critical thinking skills and engagement from a young age.

2.13 Evaluating critical thinking in CBL Approach Environments

Critical thinking skills is one of the most highlighted competencies within the CBL approach, and various studies have confirmed its development through structured, competency-based tasks. Foster and Jones (2020) found that student in a CBL framework showed improved analytical abilities and decision-making skills compared to those in traditional classrooms. Their study confirmed that the opportunity to revise, reflect and apply knowledge in real contexts was important for promoting critical engagement.

Similarly, Hang (2020) demonstrated that moral reasoning tasks surrounded in a CBL model led to improved student debate, reasoning clarity, and moral reflection. These results and evidences are specifically related to the current research, which assesses how English lessons calculated through a CBL approach can shape comparable competencies in elementary learners.

2.14 Comparison of Critical Thinking Skills in CBL and Traditional Learning

Comparative studies continuously explore the benefits of CBL over traditional classroom practices in improving higher-order thinking skills. Mayeshiba et al. (2018) stated that learners engaged in CBL concerned with online environments found that more problem-solving strategies and deeper cognitive engagement than their complements in traditional classes.

In addition to this, Almendra (2019) distinguished a statistically significant improvement in critical thinking skills and academic performance in students enrolled in a CBL based pre-calculus course, assigning this to personalized pacing and

formative feedback. These results reflect the potentials of the current study, which assumes that young learners exposed to structured, reflective tasks in English will establish measurable improvements in critical thinking when taught using a CBL approach.

One of the strengths of the CBL approach is its ability to make critical thinking skills both visible and measurable through reliable assessments, Evans et al. (2020) claimed that CBL frameworks provide opportunities to real-time feedback and continuing formative assessments, which are instrumental in following student's cognitive progress.

Furthermore, Henri et al. (2017) recommended that rubrics, performance indicators, and student portfolios used in CBL allow for structured assessment of thinking process rather than just outcomes. These methods provide practical guidance for the current study, which will utilize competency-based achievement tests and observation tools to assess students' critical thinking skills within the English curriculum.

Siddique et al. (2020) compared traditional training with competency-based training (CBT) in the Pakistani TVET sector by examining the perspectives of graduates, trainers, and employers. Their study found that graduates of competency-based programs were more skilled and better able to perform tasks independently, while employers reported higher satisfaction with CBT graduates compared to those trained through traditional methods. Although the study focused on vocational training, its findings highlight the general effectiveness of competency-based approaches in enhancing learners' practical skills, engagement, and performance. These results support the implementation of competency-based learning at earlier education levels, such as elementary classrooms, to improve students' critical thinking and active engagement.

Ayub et al. (2025) examined the implementation of HEC's Undergraduate Education Policy 2023 in Pakistani universities, focusing on competency-based learning and fieldwork to prepare graduates for the job market. They found that curricula only partially follow competency-based principles and that full implementation is needed to develop practical skills effectively. Although in higher education, the study highlights the value of competency-based approaches in

enhancing learners' ability to apply knowledge—supporting the use of CBL at elementary levels to foster critical thinking and engagement.

2.14.1 Implementation Challenges and Solutions in the CBL Approach

Although the CBL approach is gaining power worldwide, putting it into practice still presents major structural and logistic hurdles, particularly in developing in nations. Kiprotich (2020) identified major problems in Kenyan public primary schools, including insufficient teaching resources, low teacher readiness, and struggle to change from traditional teaching practices. Teachers struggled to understand and apply CBL principles, often defaulting to rote instruction due to curriculum misalignment and lack of administrative support.

Struggle from teachers is usually quoted as an important hurdle to the application of the CBL approach. Rogers (2021) demonstrated that secondary school teachers supposed CBL as time -taking, complex, and mismatched with existing testing regimes. However, these attitudes moved positively when teachers received comprehensive training and observed improvements in student learning outcomes.

Similarly, Suchyadi et al. (2020) demonstrated that structured teacher development programs improved the ability of teachers to design affective competency-based assessments and improved their engagement with the instructional goals of CBL. These understandings support the current study's addition of teacher alignment and planning sessions as a foundation for successful CBL distribution in elementary classrooms.

Policy level commitment and school leadership play an important role in keeping CBL practices. Omondi and Achieng (2020) demonstrated the importance of policy alignment, community engagement, and administrative support in the successful implementation of the CBL curriculum in Kenyan schools. Their results suggested that schools with hands-on leadership and community collaboration were more successful in aligning instructional materials and assessment tools with CBL goals.

Likewise, Prasetia et al. (2020) informed that competency-based school models that integrated institutional vision, teacher empowerment, and performance monitoring were more effective in supporting student-centered learning practices.

These perspectives are valuable to the proposed study, which requires institutional backing for CBL implementation to be maintainable and effective.

2.15   Global Trends and Future Directions in the CBL Approach

In recent years, global informative systems have gradually documented the possible of CBL approach to connection gaps between classroom teaching and real-world skills requirements. Countries across Asia, Africa and Europe are ever-changing towards models that emphasize student agency, performance-based assessment, and real-life problems-solving skills. According to Ponomarioviene et el. (2025), modified learning pathways and data-driven following systems are becoming necessary components of modern CBL practices, allowing educators to modify instruction based on individual student progress and requirements.

Technical progression remains to convert the way the CBL approach is transported, measured and scaled. Learning organization systems, numerical rubrics and AI-based assessments are being combined to make competency following more accurate and accessible. It was discoursed how online learning environments and replication tools helped medical and nursing students achieve greater readiness through practice-based CBL, representative the flexibility of this approach across punishments. These technical incorporations are crucial for the future of CBL, especially in resource-constrained schools looking to implement flexible, scalable solutions (Saud & Chen,2018).

The growth of CBL approach into early education is gaining power as teachers recognize the importance of developing introductory competencies from a young age. Clapp (2024) highlighted that introducing CBL values in early grades can improve habits of reflections, freedom and collaborative learning. The importance on real world contexts, mastery-based development, and applied assessment tools make CBL particularly relevant to young learners who advantage from active, meaningful engagement. As the current study also targets elementary students this research strengthens the appropriateness of CBL for improving critical thinking skills in classroom engagement at early educational stages.

2.16   Theoretical Review

CBL approach grounded in educational theories that emphasized mastery and students-centered learning. One of the important theories supporting CBLL is

constructivism, which suggest that earners construct knowledge through active engagement through rather than simple absorbing information passively. This perspective aligns closely with the principles of CBL, where students are encouraged to interact meaningfully with content and apply their learning real-world contexts, and reflect on their progress throughout the learning progress. The book "Deeper Competency-Based Learning" by Hess et al. (2020) further increases on these concepts by advocating for a shift from traditional, time-base educational modals to a more personalized and competency- focused approach. The authors highlighted that CBL not only supports the development of critical thinking skills by requiring students to apply their knowledge in real world scenarios but also enhances student engagement by allowing learners to progress at their own pace. This aligns with the study focus on examining how CBL can influence critical thinking skills and engagement among elementary students predominantly in the context of Islamabad educational system

Moreover, the concept of student-centered learning within CBL attractions on Vygotsky's social development theory, which highlights the importance of social interaction and collaboration and learning. In a CBL environment, teachers take on the role of organizers, guiding students through modified learning paths that encourage collaboration and problem solving, which are important for development of critical thinking skills. This theoretical foundation is crucial for understanding how the implementation of CBL at elementary level can improving a more engaging and cognitively pretending learning environment. The study aimed to explore these theoretical supporting by examining how the moves towards student-centered classroom within CBL distress critical thinking skills and engagement among elementary students in Islamabad.

The CBL approach is intensely based on the several educational theories most specifically constructivism, mastery learning theory, and outcome-based education (OBE). At its important constructivism, as supported by theorists like Piaget and Vygotsky, emphasis the idea that learners actively build knowledge to experience, exploration and reflection. This aligns directly with the foundational principles of CBL, which requires learners to engage with content meaningfully and demonstrate mastery before moving forward. Henri et al. (2017) highlight the CBL highlights learner and autonomy, personalized pacing, and memorable outcomes each of which

reflects the learner centered oriented of constructivist theory. In CBL Classrooms students are not passive recipient of information but are actively involved in setting goals, engaging with content, and reflecting on their progress, reliable with why Vygotsky's emphasis on Support and the Zone of Proximal Development (ZPD) (Henri et al., 2017).

One more theoretical influence is that it showed influence on CBL approach to Bloom's taxonomy, which categorizes cognitive learning objectives into order levels such as remembering, understanding, applying, analyzing, evaluating and creating. CBL frameworks aims to shift learners beyond rote learning and into higher-order critical thinking levels. The critical thinking skills stress in CBL interventions, such as in the study, seeks to elevate learners from basic knowledge acquisition to skills like analysis and evaluation goals that align closely with Bloom's upper levels. According to Chappel et al. (2020) CBL's emphasis on real world problem solving and performance-based tasks also echoes principles of adult learning theories (andragogy), which stress the relevance of content, practical application, and learner autonomy. This theoretical blending underpins the flexible and adaptable nature of CBL, across grade levels and subject areas, including English teaching at elementary level.

Additionally, Outcome-Based Education (OBE) principles initially formulated by William Spady contributes meaningfully to the theoretical backbone of CBL. OBE highlights that curriculum, instruction, and assessment should all be geared toward helping students achieve specific, clearly defined outcomes. The CBL approach incorporates this structure by enunciating Precise learning objectives and aligning them with assessment criteria, thereby confirming transparency and purpose in learning. Foster and Jones (2020) support this view by showing that outcome-based competency models lead to deeper understanding and improve performance, particularly when learners are aware of the standards they must meet and are given adequate support to do so. The study draws upon these theoretical frameworks by embedding good thinking outcomes into clearly define English writing and comprehension tasks, supported by feedback, replication, and performance-based assessment.

2.17   Empirical Review

Empirical studies on CBL approach have consistently demonstrated its potential to enhance critical thinking skills and student engagement. Research by Zheng et al. (2019) explored the challenges and benefits of transitioning from traditional lecture based curricula to CBL environment they have found that While CBL promotes deeper cognitive engagement it also presents challenges in self-regulated learning particularly for younger students who may lack the necessary self-management skills this finding is relevant to the proposed study as it underscores the importance of supportive instructional strategies in a CDL setting especially for elementary students similarly a study by Malhotra et al. (2023) revealed that students in CBL programs exhibited higher levels of critical thinking compared to the to their peers in traditional setting the researcher attributed this to the practical application of knowledge required in CBL approach which inherently involves higher order thinking processes .

Moreover Misbah et al. (2022) found that CBL approach positively influences student engagement by making learning more relevant and personalized they argue that when students are allowed to progress upon mastering specific competencies they become more invested in their education this is particularly significant in elementary education where maintaining student interest is crucial for a long term success the proposed study will investigate whether these findings hold truth within the context of elementary education in Somerville providing empirical evidence on the effect of CBL approach on engagement and critical thinking skills in young learners .

A considerable body of empirical evidence supports the effectiveness of the competency-based learning CBL approach in enhancing student performance, particularly in the areas of engagement and critical thinking. Foster and Jones (2020) showed a quantitative study compared with the students' competency levels in CBL environment against traditional teaching classrooms. The results showed that CBL learners coetaneous performed well with their peers in showing mastery of concepts, signifying that personalized pacing and feedback cycle significantly support deeper learning.

In another empirical study, Danny et al. (2024) assessed nursing students' performance in an online CBL environment. The findings confirmed that students not

only mastered statistical concepts more effectively but also retained them for longer periods. These results support the foundation of the study by indicating that CBL promotes sustainable learning outcomes and cognitive skills development when appropriately structured and delivered.

Student engagement, is another major important concern in the study has also been extensively studied in relation to CBL approach. In a doctoral dissertation, Vaux (2024) observed elementary teachers' perceptions of student's engagement within a CBL regular classroom setting. Teachers described visible improvements in student participation and willingness to collaborate when learners were empowered to progress at their own pace and engage with material that matched their individual competency levels. Similarly, Newmes (2019) explored engagement levels among secondary students in a personalized CBL environment and observed higher motivation, consistent participation, and strong sense of ownership over learning. These results are especially relevant to the present study as they confirm the role of CBL in meaning an engaging classroom environment; measured through indicators such as attention and participation in young learners.

Experimental researches also underline the role of teacher-student interface and feedback in improving learning under the CBL framework. Misbah et al. (2022) discovered that there is a relationship between teacher behavior and student motivation in CBL Settings, highlighting that supportive, respectful, and facilitative teaching styles meaningfully influenced learners' motivation self-efficacy. The study found that when teachers used competency-based assessment and feedback, students displayed more stronger interest in learning and better task performance. Similarly, it is demonstrated that teachers who were trained in designing and implementing CBL assessments improved both their teaching performance and their students' learning outcomes. These empirical researches showed that to deliver practical suggestions for the study, stress that teacher facilitation and classroom interactions play an important role in making CBL successful in elementary settings (Sachyadi et al., 2020).

Further empirical evidence establishes the CBL approach's effectiveness in improving students' writing skills, particularly in English language instruction. In Cameroon et al. (2024) assessed the effect of CBL on writing skills development and create significant gains in consistency, structure and vocabulary usage. The use of

rubrics and clearly defined criteria help students understand expectations and allow them to self-monitor their growth.

Another study of Cordova et al. (2019) measured strategic intervention materials grounded in CBL and found that students became more confident and actual writers' overtime, particularly when formative feedback was integrated into the instructional cycle. These results directly added evidence to the current research which includes, English writing tasks as an important component of intervention to measure both engagement and critical thinking skills.

Finally, research has also confirmed the role of CBL approach in structure confidence and falling academic anxiety. For example, Saud and Chen (2018) showed a consolidative review and concluded that students in the CBL programs reported higher approval, reduced stress and improved readiness for real world application due to personalized feedback and mastery-based pacing. Similarly, Evans et al. (2020) noted that CBL classrooms created low pressure environment where learners could focus achieving outcomes at their own speed. These findings strengthen the mental Well-being benefits of CBL approach and support its application in early grade classroom to fostering emotionally safe, supportive learning environments.

2.18   Critical Summary of Literature Review

The study "Effect of Competency-Based Learning Approach on students' critical thinking skills and engagement at the elementary level" highlights the important change that CBL method can bring to education. Theoretical models such as constructivism and Vygotsky's social development theory help as strong bases or comprehending how the CBL approach can enhance critical thinking and student involvement. Empirical research supports these theoretical findings illustrating that CBL setting not only improve critical thinking abilities through active learning and advanced cognitive skills but also boost student engagement by personalizing the learning experience and ensuring its relevance. Nonetheless, challenges like the necessity for self-directed learning abilities and effective teacher training are apparent, especially in elementary education. These understandings demonstrated the need for a well-organized and improving CBL environment to fully realize its advantages. The proposed investigation aims to extend this knowledge by exploring the specific influence of CBL critical thinking skills and engagement among

elementary students in Islamabad, thereby providing meaningful contributions to the ongoing discussion about innovative teaching techniques.

The literature review showed that CBL approach is a capable and had educational framework that encourages mastery, critical thinking, and student engagement across numerous educational levels and subjects. Studies by Foster and Jones (2020), Evens et al. (2020), and Danny et al. (2024) provided strong empirical support for the cognitive benefits of CBL, demonstrating that students under CBL instruction not only performed better academically but also developed deeper analytical reasoning and long-term retention. These findings validate the core premise of the study that the CBL approach can significantly enhance critical thinking skills of students when implemented thoughtfully. However, it is also clearly from the literature that the success of CBL is dependent on systematic planning, trained educators, and aligned assessment systems.

Equally important is the documented influence of CBL on student engagement. Researchers such as Vaux (2024), Clapp (2024), and Newmes (2019) consistently reported improvements in the learning participation, and attention when classroom embrace the flexibility of student-centered design of CBL. These indicators closely match the engagement variables used in the study namely, attention, participation; thereby reinforcing the research design and its alignment with global studies. In addition, the literature illustrates how writing, as a domain of instruction, is significantly improved under CBL strategies. Studies by Yolande and Ngwa (2024) and Cordova et al. (2019) emphasized how CBL's use of authentic assessment, iterative drafting, and clear rubrics leads to notable improvements in students' written expression and critical reasoning. This supports the integration of writing based critical thinking assessments in the study.

At the same time, the literature identifies several challenges that must be acknowledged. Implementation issues, especially in developing countries, were highlighted by Kiprotich (2020), Rogers (2021) and a Omondi and Achieng (2020), who appointed to obstacles such as; limited resources, teacher resistance, and misalignment between policy and practice. These studies stress that successful implementation requires training, administrative support, and curricular reform. These findings have been considered in the study, which includes orientation sessions for teachers, a structured 8-week intervention, and competency-based assessment tools

aligned with curriculum standards. Moreover, the theoretical foundation of CBL approach, as articulated by Hanri et al. (2017) and Chappel et al. (2020)., offers a strong rationale for adopting this model, particularly when aiming to integrate higher order thinking into early education.

Despite the significant global focus on CBL in secondary and higher education, there remains a gap in research at the elementary level, specifically within developing countries like Pakistan. While some studies (e.g., Hang, 2020; Suchyadi et al., 2020) have touched upon early-grade applications, few have discovered structured CBL interventions in the context of English instruction aimed at improving both critical thinking and behavioral engagement. This gap positions the study as a significant contribution to the existing body of knowledge. By designing and implementing a CBL-based instructional program for 7th-grade students and measuring both cognitive (critical thinking) and behavioral (engagement) outcomes, this study not only shapes on previous literature but also addresses a practical need in Pakistani education systems.

One noticeable insight from the review is that CB has not been widely I integrated into secondary grade English Classrooms in many developing countries, highlighting a gap in its practica implementation at the foundation level. Most existing research has focused on secondary or higher education, with comparatively less attention to how CBL can be adapted for younger learners. The few studies that address early grades (e.g., Hang, 2020; Vaux, 2024) show promising results but also highlight the need for more localized research. This gap positions the study as both timely and essential. By exploring how the CBL approach affects 7th-grade students' critical thinking and engagement in English classrooms in Pakistan, the study addresses an under-researched area while using well-established global frameworks and proven research methods to guide the investigation.

To sum up, the review literature offers strong support for using the CBL approach in elementary education. It demonstrated that the idea that a well-planned and context-sensitive CBL intervention can proficiently recover students' cognitive and engagement results. The current study stands on evidence based theoretical and research-based basics and targeting to applying CBL approach in a new setting— elementary English classrooms in Pakistan—and it pursues to contribute valuable

understandings for curriculum design, teacher training, and more effective teaching practices in classroom.

CHAPTER 3

RESEARCH METHODOLOGY

The research methodology explains how the stud was carried out, including how data was collected, analyzed, and how the experimental pat of the study was designed. This section covers the research design target population, sample and sampling technique, tools used for data collection, methods of analysis and ethical considerations.

3.1   Research Paradigm and Design

This study followed a quantitative research approach, based on the positivism paradigm. Positivism focuses on using objective, measurable, and evidence-based methods to understand reality. It assumes that through careful and systematic procedures, its can accurately observe and measure outcomes, making it a good fit for testing educational methods. A true experimental design was used, which include a pre-test, post-test, and retention test for both the control and experimental groups. This design was chosen to clearly assess the effect of CBL approach on students' critical thinking skills and engagement at elementary level. The use of quantitative method helped measured changes in a precise and unbiased way, while the experimental design allowed for control over other factors, asking it easier to link any differences in results directly to the teaching approach used.

3.2   Population

The population for this study included Grade VII students enrolled in private elementary schools located in Tarnol region of Islamabad, Pakistan. According to the Islamabad Capital territory Private Educational institutions Regulatory Authority (PEIRA), there are 88 registered private schools in this area. Grade 7 were selected because they are at an important stage of cognitive development, where they begin to develop higher-order thinking skills like analysis. This aligns well with the goals of the CBL approach, which aims to enhance students' critical thinking skills and engagement. Moreover, the Grade 7 English curriculum introduces tasks such as analytical reading and structured writing, asking it a suitable subject for applying CBL strategies in the classroom.

3.3 Sample and Sampling Technique

The sample for this study consisted of 62 Grade 7 students from Shaan Global School of Excellence. This school was chosen because it provided a supportive environment for trying out innovative teaching methods like the CBL approach. It also showed a willingness to take part in the study and has stable classroom conditions, which helped maintain consistent and reliability throughout the intervention. Simple random sampling was used to select students from the target population, ensuring that each student had an equal chance of being included in the study. After selecting the sample, a pretest was administered to all students to establish their baseline performance levels. Based on the pretest results, a list of students was prepared in order of performance. To ensure that both groups contained a balanced mix of high, average, and low achievers, students were then randomly assigned into two groups: a control group and an experimental group, with 31 students in each group. The random assignment was carried out by arranging students according to their pretest scores and then distributing them into the two groups using a simple odd–even numbering method. This approach increased the study's validity while maintaining random assignment to reduce selection bias and enhance the generalizability of the findings.

3.4 Instruments

3.4.1 Self-Developed Achievement Test

Self-developed achievement test aligned with English curriculum which measured students' critical thinking skills (analysis). The test consisted of 50 multiple choice question (MCQS) each carrying one mark, making a total of 50 marks. The test items were derived from Unit 1 and Unit 2 of grade 7th English textbook, with a focus of key writing skills; sentence analysis. This test was administered as both a pre-test and a post-test to access the initial level of critical thinking skills and the effect of CBL approach over the course of the study. The pre-test was conducted before the intervention begins to establish a baseline for each students critical thinking skills. Following the intervention, the post-test was administered to both the experimental and control groups, the comparison of pre-test and post-test results helped determine the effectiveness of the CBL approach in enhancing critical thinking skills. The same test was also conducted as a retention test, three weeks after the post-test to measure

the sustained effect of the CBL approach on students' critical thinking skills. The comparison of pre-test, post-test, and retention test results helped determine the effectiveness of the CBL approach in enhancing and maintaining critical thinking skills.

To interpret students' scores meaningfully in the achievement test, a predefined score range was used to divide performance into three levels: Low (0–24), Moderate (25–37), and High (38–50). These levels were set based on the assessment guidelines suggested by Brookhart (2015), who emphasized that good assessment tools should clearly define different performance levels to show how well students are progressing. This categorization also followed a norm-referenced interpretation, which helps in comparing students' performance by grouping them into levels based on score ranges rather than exact mastery. The use of Bloom's Taxonomy also supports this categorization, as the test focused on the higher-order thinking level of "analysis" in Bloom's cognitive domain. Students scoring in the low range showed limited ability to examine sentence structure, while those in the moderate range showed some understanding and partial skills. Students in the high range demonstrated strong analytical thinking and well-developed sentence analysis skills.

3.4.2 Self-Developed Observation Checklist

Self-developed observation checklist was used to assess classroom engagements during CBL activities. This checklist focused on one main indicator: attention. The indicator was categorized into specific sub-indicators. For attention, the checklist assessed on-task behavior, active listening, visual focus, and prompt responsiveness to teacher cues, note-taking behavior, question comprehension, avoidance of side conversations, sustained focus during activities, engagement with lesson materials and demonstrated effort in problem-solving. So, the self-developed observation checklist recorded students' attention in tasks such as sentence analysis. Both instruments were tailored to the study's specific context and objectives, ensured that they effectively measured the intended outcomes.

To measure students' engagement leves, each classroom observation session was scored using a checklist with a maximum of 50 marks, based on the scores, engagement was categorized into three clearly predefined levels: Low (0-24), Moderate (25-37), and High (38-50). These levels were determined sing a

standardized performance scale commonly applied in rubric-based assessments, which helps breakdown complex behaviors into understandable and measurable categories. This method aligns with the recommendations of the Brookhart (2015), who emphasized the value of using consistent scoring ranges to make classroom assessments more meaningful and transparent. By using this approach, the researcher was able to interpret engagement more clearly during each lesson and systematical track and compare student performance, which was essential for addressing the study's objectives.

3.5 Procedure (Validity, Pilot testing and Reliability)

The implementation of this study followed a systematic procedure that ensured the accuracy, consistency, and credibility of the research instruments and outcomes. The overall procedure consisted of three main phases: validation of the instrument, pilot testing, and establishment of reliability.

3.5.1 Validity

To ensure content validity, both instruments used in this study; the quantifiable observation checklist (designed to measure student engagement through the indicator of attention) and the self-developed multiple-choice achievement test (developed to assess critical thinking skills, specifically the analysis subskills) underwent a thorough expert validation process. The purpose of this process was to confirm the appropriateness, clarity, and relevance of the items in relation to the research objectives and constructs being assessed.

Item construction:

- For the achievement test, 50 multiple-choice items were initially constructed based on the Grade 7 English curriculum and aligned with the "analysis" component of critical thinking. Items were designed to assess students' ability to break sentences into components, identify relationships, and analyze textual details. Each item contained four options with one correct answer, ensuring objectivity.
- For the observation checklist, indicators were constructed under the single dimension of attention, such as "focus on teacher instructions," "sustained

attention during tasks," and "on-task behavior." Each indicator was designed to be observable, measurable, and rated on a quantifiable scale.

The validation process involved a panel of five experts. Two of the reviewers were English subject specialists currently serving as school teachers at Sir Syed Innovative School, Islamabad. The remaining three experts were faculty members from the Department of Teacher Education at International Islamic University, Islamabad. These three experts hold doctoral degrees and possess expertise in both English education and educational research, ensuring a strong evaluation of both the academic and methodological aspects of the instruments.

All five experts receive the full set of instruments, along with operational definitions of the key constructs and a validation checklist to evaluate the tools based on several criteria; such as content relevance, language clarity, suitability for Grade 7th earners, alignment with the competency-based learning framework, and inclusion of essential indicators. Based on the experts' suggestions, a few changes were made to improve the tools. Some test questions were rewritten in simpler words to avoid confusion, and the answer choices (distractors) were improved to make them more meaningful. In the observation checklist, some points were shortened and made clearer so they could be observed easily during class.

After the revisions, all five experts agreed that the instruments were valid and appropriate for data collection in this study's context. Their feedback confirmed that the test items effectively measured students' analytical critical thinking skills, while the observation checklist accurately reflected the attention component of student engagement during classroom activities. Signe validation certificated from each expert are included in the thesis appendices to demonstrate the thoroughness and credibility of the validation process.

3.5.2 Pilot Testing

A pilot study was conducted with a small group of 10 seventh-grade students from Islamabad International School to evaluate the clarity and feasibility of the instrument. This pilot group is accounted for about 16% of the mains study's sample size n=62, which falls within commonly accepted guidelines for pilot testing. The students were chosen because they shared similar characteristics with the main study population, such as grade level and learning environment, ensuring relevant feedback

for instrument refinement. During the pilot testing, some students found a few test items unclear, and certain questions seemed too difficult compared to others. To fix this, the wording of some questions was simplified, and the level of difficulty was balanced by adjusting or replacing a few items. This helped make the test more understandable and fairer for all students. After these changes, the achievement test was considered reliable and ready for the main study. The pilot study helped identify ambiguous test items and procedural issues, leading to necessary revisions before the main data collection.

3.5.3 Reliability

Table 3.1

Split-Half Reliability Results for the Critical Thinking Skills Test

Reliability Statistics	
Spearman-Brown Coefficient (Equal Length)	.802

To assess the internal consistency of the researcher-developed multiple-choice achievement test (50 items) aimed at measuring students' critical thinking skills (analysis), the split-half method was employed. This method is particularly appropriate for objective-type tests and evaluate the reliability of an instruments by estimating how well the test would perform.

In this study, the Spearman-Brown prophecy formula was applied. The resulting Spearman-Brown Coefficient was .802, which indicates a good level of reliability and suggests that the instrument is suitable for educational research purposes. This coefficient adjusts the correlation to account for the fact that the test was split in half and estimates the reliability of the full-length test.

Overall, the reliability statistics suggested that the test items are adequately homogeneous and collectively provide a stable and reliable measure of students' critical thinking skills in analysis. Given the suitable reliability coefficients, the instrument was measured appropriate for use in the full-scale intervention and data collection phases of the study.

3.6 Implementation Plan

The implementation of the CBL approach in the experimental group spanned eight weeks, focusing on mastering the writing skills: sentence analysis. Each week, students will engage in 4 sessions, each lasting 40 minutes. The intervention integrated topics from the 7th-grade English curriculum, specifically:

- Unit 1: The Last Sermon of Hazrat Muhammad (PBUH)
- Unit 2: Nature which covers several parts:
- Part 2A: Visit to Khewra Mines – A Salt Wonder for Tourists
- Part 2B: People are Made of Places (Poem)
- Part 2C: Natural Wonders of the World
- Part 2D: Reading for Specific Purposes

Phase 1: Diagnostic Assessment & Grouping (Week 1)

To determine students' pace, the first session included a diagnostic activity designed to assess their initial sentence analysis skills. For example, students analyzed sentence structures from selected texts to identify subject-verb agreement, sentence patterns, and syntactical variations. Based on their performance, students were categorized into three levels:

- **Beginner:** Recognizing basic sentence structures, such as identifying simple and compound sentences.
- **Intermediate:** Identifying and analyzing sentence components, such as clauses and modifiers.
- **Advanced:** Evaluating sentence structures in relation to context, coherence, and logical flow.

Clarification on Observation Groups

Although students were categorized into three learning levels for instructional purposes, they were divided into four mixed-ability observational groups during classroom observations. This grouping aimed to:

- Encourage peer collaboration across levels, promoting peer-supported learning.
- Allow manageable group sizes for effective observation.
- Facilitate easier classroom management and ensure rotation-based engagement tracking.

Thus, the three-level categorization was used for teaching, while the four-group structure was used exclusively for observing engagement (attention).

Phase 2: Sentence Analysis Intervention (Week 2–7)

Each session was structured to ensure progressive mastery of sentence analysis skills. Tasks were adapted to students' ability levels and scaffolded using prescribed content;

- **Beginners** focused on identifying sentence elements, such as subjects, predicates, and conjunctions, using short sentences.
- **Intermediate** students analyzed compound and complex sentences, identifying how different parts contribute to meaning.
- **Advanced** students deconstructed sentence structures, explaining how syntactical choices affect meaning and tone.

Lesson Plans Allocation

- **Experimental Group (Competency-Based Learning Approach):** 23 lesson plans (covering 8 weeks with 4 sessions per week)
- **Control Group (Traditional teaching approach):** 23 lesson plans (covering 8 weeks with 4 sessions per week)

Instructional Strategies

- **Personalized Learning Tasks** Assignments were tailored to each student's proficiency level such as differentiated sentence exercises, customized worksheets and sentence structure analysis based on skills level
- **Mastery-Based Assessments** formative assessments such as exit tickets, structured peer reviews, progressive writing tasks assessing sentence

complexity and coherence, sentence correction tasks were used to ensure mastery before moving forward.

- **Active Learning Strategies** Sentence reconstruction exercises, collaborative discussions, and problem-solving tasks related to sentence structures were implemented.

Phase 3: Reinforcement & Final Assessment (Week 8)

- **Review sessions** reinforced sentence analysis skills through real-world applications.
- **MCQ-based achievement test (post-test)** was conducted to measure students' sentence analysis proficiency.

Engagement Measurement (Attention)

- **Experimental Group:** Since measuring individual attention in each session was challenging, the teacher divided the experimental group (31 students) into four smaller groups. Each session, the teacher observed one group and recorded attention levels using a quantifiable observation checklist. The engagement score for each session was determined by averaging the scores of all four groups over time.

- **Control Group:** In the control group (taught using the traditional teaching approach), students' attention levels were assessed as a whole class using an observation checklist. Since it was also difficult to assess each student's attention individually in a lecture-based setting, the teacher divided the session into three observation intervals (e.g., beginning, middle, and end of the lesson**)**. The teacher recorded observed attention levels at different points during the lecture, ensuring a comprehensive engagement assessment. At each interval of the session, the teacher assigned an overall engagement score for the class based on the number of students actively paying attention in classroom activities. The average score across the three observation intervals were taken as the final engagement (attention) score for that session.

➢ **Retention Test**

To assess the lasting effect of the intervention, a retention test was administered three weeks after the intervention conceded. This test assesses students' ability to retain and applying sentence analysis skills without ongoing instructional support. The structured yet adaptable nature of the CBL approach enabled students to achieve mastery in sentence analysis, highlighting its positive effect on both critical thinking skills and writing proficiency.

3.7   Data Collection

Data collection was carried out over a span of two months (8 weeks). Throughout this period the experimental group engaged CBL activities for four times a week, while the control group was thought using the traditional teaching approach. The intervention was guide by the careful designed lesson plans centered on the English subject, with a particular emphasis on sentence analysis through CBL activities.

The intervention was structured with devoted class time for CBL activities, lasting 40 minutes per session conducted 4 times a week. At the start of the intervention both groups took a pretest to establish baseline levels of critical thinking skills. At the end of the eight weeks period, a post-test was administered to measure any changes in these skills. The test included multiple-choice questions. The test served as a summative evaluation of the effectiveness of the CBL approach in enhancing critical thinking skills in English, particularly in the domain of analysis. Additionally, a retention test was conducted three weeks after the post-test to measure the sustained effect of the CBL approach on students' critical thinking skills.

Additionally, classroom engagement was also observed and recorded using an observation checklist during the intervention. The checklist focused on key engagement indicator such as attention that was further be divided into sub indicators. Observations were conducted during each CBL session in the experimental group and during equivalent class times in the control group, ensuring consistency in the monitoring process. The data from these observations were used to assess how the CBL approach effected students' engagement compared to traditional teaching approach. To control potential experimental threats, the study employed random

assignment to avoid selection bias, and both groups were undergoing the same duration of intervention to mitigate maturation effects. The same pre-test and pot-test were used consistently across both groups to prevent testing and instrumentation effects.

> **Controlling Extraneous Variables**

Students' absences were addressed by arranging make-up sessions to reduce the risk pf attrition. Furthermore, to ensure the accuracy of the results interaction between the control and experimental groups was kept to a minimum, reducing the chance of any influence between the students. Regular follow-ups with teachers and parents were conducted throughput the intervention period to confirm the integrity and transparency of the study. Severa measured were taken to control extraneous variables and ensure that ant observed effect could be attributed to the CBL approach itself. For example, both groups were taught by the same teacher, which help eliminate differences in teaching style of delivery. In addition, the content covered, textbook unites used, and the number if instructional sessions (23 sessions) were kept identic afro both groups to maintain consistency and fairness throughout the study. Classes were conducted in similar classroom environments to avoid any external distractions, and efforts were made to maintain equal time duration and learning conditions. Additionally, students were assigned to groups based on their diagnostic assessment levels, and each session followed a consistent observation checklist to measure engagement. These measures helped reduce the influence of distinct factors, making it more likely that any differences in outcomes were due to the teaching method rather than other outside influences.

> **Timeline for Intervention**

The intervention period spanned two months (8 weeks), during which a total of 32 instructional days were originally planned. However, due to Eid-ul-Fitr holidays (29th March to 2nd April), Labor Day (1st May), and a few sudden, unplanned holidays, only 25 days of the intervention were conducted. Out of these 25 days, one day was allocated for the pretest (on 10th March), one day for the posttest (on 12th May), and 23 days were utilized for instructional activities, during which 23 lesson plans were implemented in both the experimental and control groups. Following the completion of the intervention, a three-week gap was observed without any

instructional reinforcement, and the retention test was conducted on 2nd June to assess the long-term effect of the Competency-Based Learning approach.

Activities During Intervention

Weeks	Focus	Experimental Group Activities	Control Group Activities
Week 1	Pretest , Diagnostic Assessment & Grouping	Pretest conducted to assess critical thinking (analysis); diagnostic activity on sentence analysis; students grouped by level.	Pretest administered; diagnostic review with examples of sentence types via board lecture.
Week 2	Unit 1: Sentence Types & Introduction to Sermon	CBL session on identifying sentence types in sermon text; personalized sentence transformation and comprehension tasks.	Lecture on simple/compound/complex sentences; students completed textbook-based exercises.
Week 3	Unit 1: Sentence Tone & Clarity in Sermon	CBL activity analyzing tone and clarity in sentence structure; mastery-based sentence evaluation tasks.	Teacher-led explanation on sentence flow and emphasis using board writing and oral questions.
Week 4	Unit 2A: Visit to Khewra Mines	Active learning: collaborative sentence role identification in descriptive texts; personalized task on sentence types.	Text-based instruction and guided board discussion on sentence structure in passage.
Week 5	Unit 2B: People	Personalized analysis of poetic lines;	Explanation and oral discussion of poetic

	Are Made of Places (Poem)	tasks focused on sentence tone, emotion, and meaning.	structure; end-of-chapter written task.
Week 6	Unit 2C: Natural Wonders	Mastery-based sentence correction and transformation activities; group work on comparing sentence types.	Lecture and board-based Q&A using Unit 2C text; labeling of sentence parts.
Week 7	Unit 2D: Reading for Specific Purposes	Sentence transformation based on reading purpose; collaborative sentence analysis activity.	Teacher modeling on board; students answered oral comprehension and grammar questions.
Week 8	Review & Reinforcement (Full Syllabus)	CBL-based review: peer feedback, sentence correction, reinforcement tasks across all units.	Text-based review via end exercises, oral drills, and summary lecture.
Week 9	Waiting Period (no session)	No sessions conducted (retention gap before final assessment).	No sessions conducted (retention gap).
Week 10	Waiting Period (no session)	No sessions conducted (continued gap before test).	No sessions conducted (continued gap before test).
Week 11	Waiting Period (no session)	No sessions conducted (continued gap before test).	No sessions conducted (continued gap before test).
Week 12	Retention Test	Retention test administered to evaluate	Same retention test administered to evaluate

lasting effect of CBL on critical thinking (analysis).	comparison with traditional teaching approach.	

3.8   Data Analysis

The data was analyzed using both descriptive and inferential statistics: Descriptive statistics (mean and standard deviation) were used to summarize the data, provided an overview of students' critical thinking skills and engagement levels. In addition, the data were visually represented using bar graphs and clustered bar charts to make patterns and comparisons clearer. Inferential statistics included an independent sample t-test which was conducted to compare the critical thinking skills and engagement levels between the control and experimental groups. The analysis also included the calculation of effect sizes to measure the strength of the differences between the groups. Additionally, the retention test results were compared between the experimental and control groups using an independent samples t-test to determine the effectiveness of the CBL approach. This statistical test which determined whether there was a significant difference between the two groups, attributing any observed differences to the CBL intervention.

3.9   Ethical Consideration

Ethical considerations were carefully observed throughout the research process. Written consent was obtained from the parents or guardians of all participating students beforehand. Confidentiality was, maintained by minimizing participants in a reported data. Students were clearly informed of their rights to withdraw from the study at a stage without acting a consequence. Every effort was made ensure that no psychological, emotional, or physical harm occurred, both the intervention and data collection procedures were designed to be respectful, non =-intrusive, mindful of students; overall well-being.

In conclusion, this chapter described the quantitative research methodology guided by the positivist paradigm, using a true experimental design with pre-test, post-test, and retention test. The study involved 62 seventh-grade students from Shaan Global School of Excellence, Islamabad, selected through simple random sampling

and randomly assigned to control and experimental groups. Data were collected using a self-developed achievement test to assess critical thinking skills (analysis) and an observation checklist to measure engagement (attention). Both tools were validated by experts, pilot-tested, and found reliable. The eight-week intervention included 23 competency-based lessons for the experimental group and 23 traditional lessons for the control group, followed by a retention test three weeks later. Data were analyzed using descriptive and inferential statistics. Ethical standards were maintained throughout, and a structured work plan guided the research process.

CHAPTER 4

DATA ANALYSIS AND INTERPRETATIONS

This chapter presents the details analysis and interpretation of the data collected to investigate the effect of the CBL approach on elementary students' critical thinking skills and engagement. This chapter presents the statistical results from the study and examined how the CBL approach effected students compared to traditional teaching approach. The research followed a true- experimental design with two groups; and experimental group taught using the CB approach and control group taught using the traditional teaching approach.

The intervention lasted eight weeks, with four teaching sessions each week. The lessons and activities developed following gather CBL framework, focusing on one critical thinking skills (analysis) and one key engagement indicator (attention). To assess the outcomes, multiple tools were used pretest, posttest and retention tests measured students' critical thinking skills, while a structured observation checklist tracked engagement during class. The total sample included 62 students, evenly split between the two groups.

Statistical analysis was conducted using SPSS, employing both descriptive and inferential techniques. These included measures of central tendency (mean, standard and deviation), independent samples t-test, and effect size calculations. Visual representations, such as bar graphs were used to support the interpretations of findings. The data analysis is structured into two major sections that aligned with the study's focus areas: (1) Students' critical thinking skills. Including pot- intervention and retention results, and (2) Students' Engagement Levels, with attention to observed behavioral indicators. The result is presented in a clear, logical flow, supported by appropriate statistical evidence and interpreted according APA guidelines.

4.1 Descriptive Statistics of Students' Critical Thinking Skills (Analysis)

Table 4.1

Posttest Critical Thinking Skills (Listwise)

	N	Minimum	Maximum	Mean	Std. Deviation
Posttest Critical Thinking Skills (Analysis)	62	28	43	35.05	4.840
Valid N (listwise)	62				

Descriptive statistics were computed to assess students' performance in the critical thinking skills of Analysis following the instructional period. The results showed that the mean posttest score was 35.05 (*SD* = 4.84), with scores ranging from 28 to 43 (*N* = 62). These findings indicate that, overall, elementary school students demonstrated a moderately high level of analytical thinking after instruction. The standard deviation suggests a fair amount of variability in performance among students.

Table 4.2

Post intervention Performance (Group wise)

Teaching Method	Mean	Std. Deviation	Minimum	Maximum
Experimental Group	39.35	2.332	30	43
Control Group	30.74	1.966	28	36
Total	35.05	4.840	28	43

Descriptive statistics by teaching method revealed that students in the experimental group scored notably higher on the posttest (M = 39.35, SD = 2.33) compared to students in the control group (M = 30.74, SD = 1.97). The range of scores was broader for the experimental group (30 to 43) than for the control group (28 to 36). These results suggest that the CBL approach is associated with higher level of analytical thinking following instruction, even before accounting for inferential statistical testing. The overall mean for all students was 35.05 (SD = 4.84), reinforcing a moderate to high level of critical thinking skills development post-intervention.

Level Classification of Critical Thinking Skills: Students' posttest scores were categorized into three performance levels based on score ranges:

- **Low**: 0–24
- **Moderate**: 25–37
- **High**: 38–50

These cut points are based on logical divisions within the 50-mark scale and guided by Bloom's taxonomy descriptors, ensuring meaningful interpretation of analytical skill levels.

Table 4.3

Critical Thinking Skills Levels – Experimental Group

Level	Score Range	No. of Students	Percentage (%)
Low	0–24	0	0.0%
Moderate	25–37	4	12.9%
High	38–50	27	87.1%
Total	—	31	100.0%

The analysis of posttest data revealed that students overall exhibited a moderately high level of critical thinking skills (M = 35.05). A closer look at level classifications indicates a clear instructional effect. In the experimental group, which received Competency-Based Learning (CBL) instruction, 87.1% of students attained a high level of critical thinking skills, while the remaining 12.9% were at a moderate level. Notably, no students in this group scored in the low category.

Table 4.4

Critical Thinking Skills Levels – Control Group

Level	Score Range	No. of Students	Percentage (%)
Low	0–24	0	0.0%
Moderate	25–37	31	100.0%
High	38–50	0	0.0%
Total	—	31	100.0%

In contrast, 100% of the control group students, who were taught using the traditional teaching approach, remained at the moderate level, with no students reaching high or low categories. This distribution suggests that while all students gained some understanding, the CBL approach was more effective in advancing students to higher levels of critical thinking skills. The absence of low performers in both groups also indicates that the instructional material and assessment were accessible to all students.

4.2   Group Differences in Critical Thinking Skills (Inferential Statistics)

4.2.1   Comparison of Pretest on Critical Thinking Skills (Analysis)

Table 4.5

Pretest baseline comparison (Group Statistics)

	Teaching Method	N	Mean	Std. Deviation	Std. Error Mean
Pretest Score	Experimental Group	31	18.48	1.546	.278
	Control Group	31	18.35	1.496	.269

To ensure that both groups began the intervention at a comparable level, an analysis of pretest scores was conducted. The descriptive statistics indicated that students in the experimental group (M = 18.48, SD = 1.55) and those in the control group (M = 18.35, SD = 1.50) had nearly identical performance prior to the intervention. The small difference in mean scores and the similar standard deviations

suggest that both groups were equivalent in their baseline critical thinking abilities (specifically the Analysis skills), justifying valid post-intervention comparisons.

Table 4.6

Independent samples t-*test on pretest scores*

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | | |
		F	Sig.	t	df	One-Sided p	Two-Sided p	Mean Difference	Std. Error Difference	95% CI Lower	Upper
Pretest Score	Equal variances assumed	.047	.830	.334	60	.370	.740	.129	.386	-.644	.902
	Equal variances not assumed			.334	59.933	.370	.740	.129	.386	-.644	.902

An independent samples *t*-test was conducted to determine whether there was a significant difference in pretest scores between the two groups before the intervention. The results indicated that the difference was not statistically significant, *t* (60) = 0.334, *p* = .740. Levene's Test for Equality of Variances was also not significant, *F* = 0.047, *p* = .830, indicating that the assumption of equal variances was met. The mean difference between the experimental group and the control group was only 0.129 (95% CI: -0.644 to 0.902), which is negligible. These findings confirm that both groups were statistically equivalent in their baseline critical thinking (Analysis) skills, validating the post-intervention comparisons to follow.

Table 4.7

Effect size interpretation of pretest score

		Standardizer[a]	Point Estimate	95% Confidence Interval Lower	Upper
Pretest Score	Cohen's d	1.521	.085	-.414	.583

Effect size estimates were calculated to determine the magnitude of any difference in pretest scores between the two groups. The value of Cohen's *d* was 0.085, which is considered a very small effect. The result confirm that any differences observed in posttest and retention outcomes are unlikely to be due to initial disparities in critical thinking skills levels.

4.2.2   Comparison of Posttest on Critical Thinking Skills (Analysis)

Table 4.8

Posttest Comparison (Group Statistics)

	Teaching Method	N	Mean	Std. Deviation	Std. Error Mean
Posttest Critical Thinking Skills (Analysis)	Experimental Group	31	39.35	2.332	.419
	Control Group	31	30.74	1.966	.353

Following the intervention, descriptive statistics revealed a notable difference in posttest scores between the two groups. Students in the experimental group achieved a higher mean score (M = 39.35, SD = 2.33) on the critical thinking posttest (Analysis) compared to those in the control group (M = 30.74, SD = 1.97). The standard error of the mean was slightly lower in the control group (*SE* = 0.353) than in the experimental group (*SE* = 0.419), but the difference in mean scores clearly indicates a substantial performance advantage for students taught using the experimental group. These findings provide preliminary descriptive evidence

supporting the effectiveness of the CBL method in enhancing students' analytical thinking skills.

Table 4.9

Independent samples t-*test on posttest scores*

		Levene's Test for Equality of Variances		t-test for Equality of Means							
						Significance				95% Confidence Interval of the Difference	
						One-Sided p	Two-Sided p	Mean Difference	Std. Error Difference	Lower	Upper
		F	Sig.	t	df						
Posttest Critical Thinking Skills (Analysis)	Equal variances assumed	.006	.938	15.724	60	<.001	<.001	8.613	.548	7.517	9.709
	Equal variances not assumed			15.724	58.334	<.001	<.001	8.613	.548	7.517	9.709

An independent samples *t*-test was performed to evaluate whether there was a statistically significant difference in posttest critical thinking skills (Analysis) between students taught through the CBL approach and those taught via the traditional teaching approach.

Prior to interpreting the *t*-test results, Levene's Test for Equality of Variances was examined to test the assumption of equal variances. The test result was not significant, $F (1, 60) = 0.006$, $p = .938$, indicating that the assumption of equal variances was met and results should be interpreted using the "Equal variances assumed" row.

The t-test revealed a statistically significant difference in posttest scores between the two groups, t (60) = 15.72, p < .001. Students in the experimental group scored significantly higher (M = 39.35, SD = 2.33) than students in the control group (M = 30.74, SD = 1.97). The mean difference between the groups was 8.61 points, with a standard error of 0.55. The 95% confidence interval for the mean difference was [7.52, 9.71]**,** which does not include zero, further confirming the significance of the result.

These findings provide strong statistical evidence that the CBL approach had a significant and meaningful effect on students' development of analytical thinking skills compared to the traditional teaching approach. Therefore, the null hypothesis H_{01} was rejected, indicating that the CBL approach significantly improved students' critical thinking skills at elementary level.

Table 4.10

Effect size interpretation of Posttest Scores

		Standardizer[a]	Point Estimate	95% Confidence Interval	
				Lower	Upper
Posttest Critical Thinking Skills (Analysis)	Cohen's d	2.157	3.994	3.118	4.858

Effect size estimates for posttest critical thinking skills (analysis) demonstrate a very strong effect of the CBL approach when compared to the traditional teaching approach. Using the pooled standard deviation of 2.157**,** Cohen's d was calculated to be 3.994 (95% CI [3.118, 4.858]), indicating a very large effect. This suggests that students in the experimental group outperformed those in the control group to a substantial degree following the intervention.

4.2.3 Visual Representation of Comparing Mean Posttest Scores

Figure 2

Bar Graph-Posttest Critical Thinking Skills (Analysis)
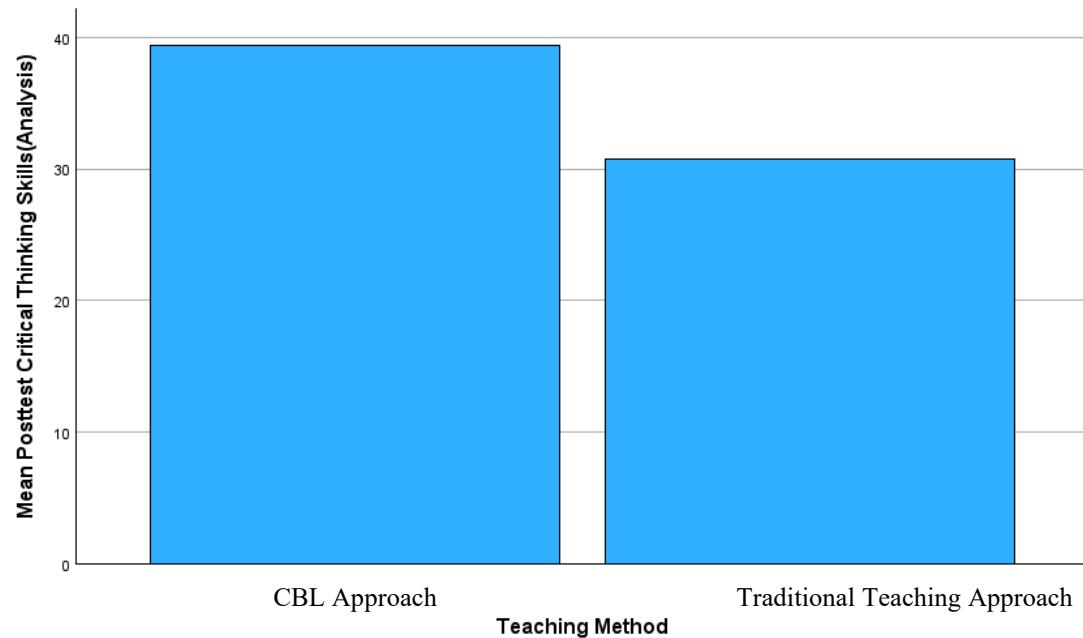
The bar chart compares posttest scores for critical thinking skills (Analysis) between students taught through the CBL approach and those taught via the traditional teaching approach. The height of the bars clearly shows that the experimental group achieved higher mean scores than the control group. Specifically, the experimental group had a mean score of $M = 39.35$, while the control group had a mean score of $M = 30.74$. The graphical display provides visual confirmation of the substantial performance gap between groups, supporting the statistical finding that the CBL approach significantly enhanced students' critical thinking skills compared to the traditional teaching approach.

4.3   Retention of Critical Thinking Skills

4.3.1   Descriptive Statistics – Posttest vs. Retention Scores

Table 4.11

Comparison of Posttest and Retention test (listwise)

	N	Minimum	Maximum	Mean	Std. Deviation
Retention Test Score (Critical thinking skills)	62	22	45	35.05	6.827
Posttest Score	62	28	43	35.05	4.840
Valid N (listwise)	62				

Descriptive statistics were computed to examine the overall performance of students on both the posttest and the retention test in critical thinking skills (Analysis), administered two weeks after the conclusion of the instructional period. A total of 62 students completed both assessments. The mean posttest score was $M = 35.05$, $SD = 4.84$, with scores ranging from 28 to 43. This represents students' immediate performance in analytical thinking following the eight-week intervention.

The mean retention test score, measured after a three-week gap, was also $M = 35.05$, but with a slightly larger standard deviation of $SD = 6.83$, and a wider range from 22 to 45. The identical mean score on both assessments suggests that students, on average, maintained their level of critical thinking performance over the retention period. However, the higher standard deviation on the retention test implies greater variability in how individual students retained what they had learned, with some students scoring substantially lower or higher than their posttest results.

These descriptive results provide preliminary support for the presence of retention in analytical thinking skills, though further inferential analysis is required to determine whether group-level differences are statistically significant.

4.3.2 Descriptive Statistics – Group-wise Comparison of Retention vs. Posttest Scores

Table 4.12

Comparison of posttest and retention test (group wise)

	Teaching Method	N	Mean	Std. Deviation	Std. Error Mean
Retention Test Score (Critical thinking skills)	Experimental Group	31	41.23	1.944	.349
	Control Group	31	28.87	3.481	.625
Posttest Critical Thinking Skills (Analysis)	Experimental Group	31	39.35	2.332	.419
	Control Group	31	30.74	1.966	.353

Group-wise descriptive statistics were calculated to compare both posttest and retention scores for critical thinking skills (Analysis) across the two teaching methods. In the experimental group, the mean posttest score was $M = 39.35$ ($SD = 2.33$), while the retention test score, measured three weeks after the intervention, increased to $M = 41.23$ ($SD = 1.94$). This slight improvement in mean score suggests that students in the CBL group not only maintained their critical thinking skills over time but showed a modest enhancement, indicating strong retention and possible continued cognitive development.

In contrast, students in the control group had a posttest mean score of $M = 30.74$ ($SD = 1.97$), which dropped substantially in the retention test, where the mean was $M = 28.87$ ($SD = 3.48$). The decrease in mean score, coupled with the increased standard deviation, suggests a decline in retention and greater inconsistency in performance among students who were taught using the traditional teaching approach.

Overall, these group-wise statistics indicate that the CBL approach was more effective not only in fostering higher levels of critical thinking initially but also in sustaining and slightly improving those skills over time, as evidenced by retention test scores.

4.3.3 Inferential Statistics – Retention Test Comparison

Table 4.13

Independent samples t-*test on retention scores*

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | | |
		F	Sig.	t	df	One-Sided p	Two-Sided p	Mean Difference	Std. Error Difference	Lower	Upper
Retention Test Score (Critical thinking skills)	Equal variances assumed	4.307	.042	17.253	60	<.001	<.001	12.355	.716	10.922	13.787
	Equal variances not assumed			17.253	47.061	<.001	<.001	12.355	.716	10.914	13.795

95% Confidence Interval of the Difference (Lower, Upper)

An independent samples *t*-test was conducted to determine whether there was a statistically significant difference in retention of critical thinking skills (Analysis) between the experimental group and the control group, three weeks after the instructional period ended. Before interpreting the group difference, Levene's Test for Equality of Variances was examined to test the assumption of equal variances. The result was statistically significant, $F = 4.31$, $p = .042$, indicating that the variances between the two groups were not equal. Therefore, the "Equal variances not assumed" row should technically be used; however, both rows yield identical *t*-values and *p*-values in this case, so the result is robust across both interpretations.

The *t*-test showed a statistically significant difference in retention scores between the two groups, $t(60) = 17.25$, $p < .001$ (two-tailed). Students in the

experimental group scored significantly higher on the retention test ($M = 41.23$, $SD = 1.94$) compared to students in the control group ($M = 28.87$, $SD = 3.48$). The mean difference between the two groups was 12.36 points.

The standard error of the mean difference was 0.72, which reflects a highly precise estimate of the group difference. The 95% confidence interval for the mean difference ranged from 10.92 to 13.79, indicating that the true mean difference in retention performance is very unlikely to be due to chance.

These results strongly support the conclusion that the CBL approach led to significantly better retention of critical thinking skills compared to the Traditional teaching approach, even three weeks after the completion of the instructional period. Therefore, the null hypothesis H_{03} was rejected, indicating that students taught using the CBL approach retained critical thinking skills significantly better than those taught via the traditional teaching approach.

4.3.4 Effect Size – Retention Test Scores

Table 4.14

Effect Size- Retention Test Score

		Standardiz er[a]	Point Estimate	95% Confidence Interval	
				Lower	Upper
Retention Test Score (Critical thinking skills)	Cohen's d	2.819	4.382	3.449	5.304

Effect size estimates for retention test scores demonstrate a very strong and meaningful effect of the CBL approach on students' ability to retain critical thinking skills over time when compared to the traditional teaching approach. Using the pooled standard deviation of 2.819, Cohen's *d* was calculated to be 4.382, with a 95% confidence interval of [3.449, 5.304], indicating a very large effect size. This suggests that, on average, students in the experimental group significantly outperformed the control group in retaining analytical thinking skills three weeks after the conclusion of instruction.

4.3.5 Visual Representation

Figure 3

Bar Graph- Mean Retention Test score on Critical Thinking Skills (Analysis)
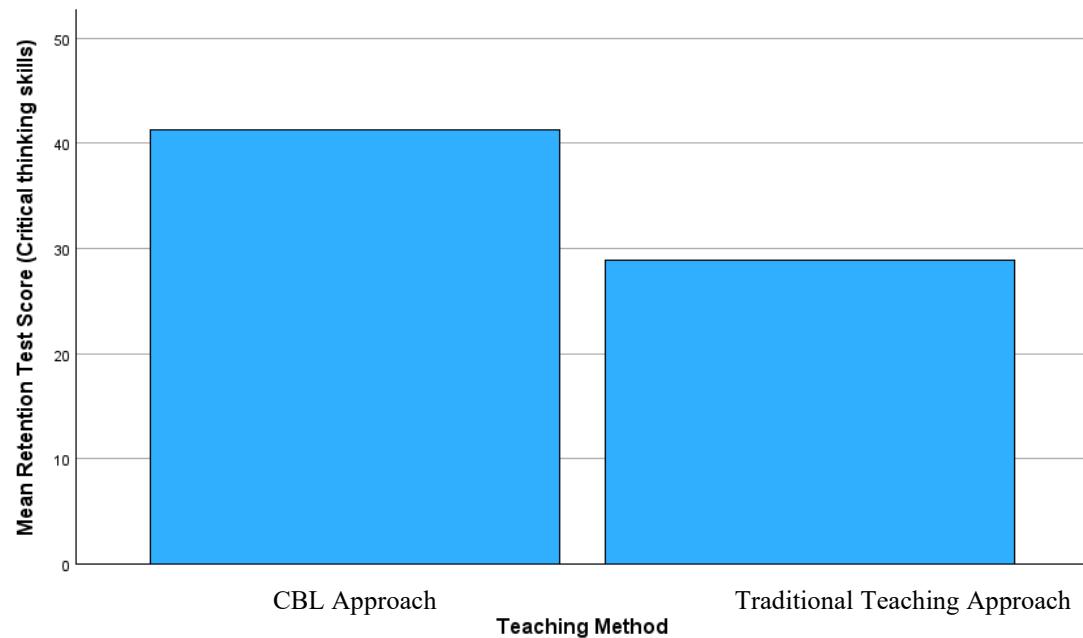
The simple bar graph displays the mean retention test scores for the two instructional groups: the CBL approach and the traditional teaching approach. The graph shows that the CBL approach group achieved a higher average retention score ($M = 41.23$) compared to the traditional teaching approach group ($M = 28.87$). This visual clearly reflects the numerical gap between the two groups' performance on the delayed posttest conducted three weeks after the intervention. The distinct height difference between the two bars illustrates a substantial retention advantage in favor of students taught through the CBL approach.

Figure 4

Clustered Bar Mean Graph Posttest vs Retention test by Group
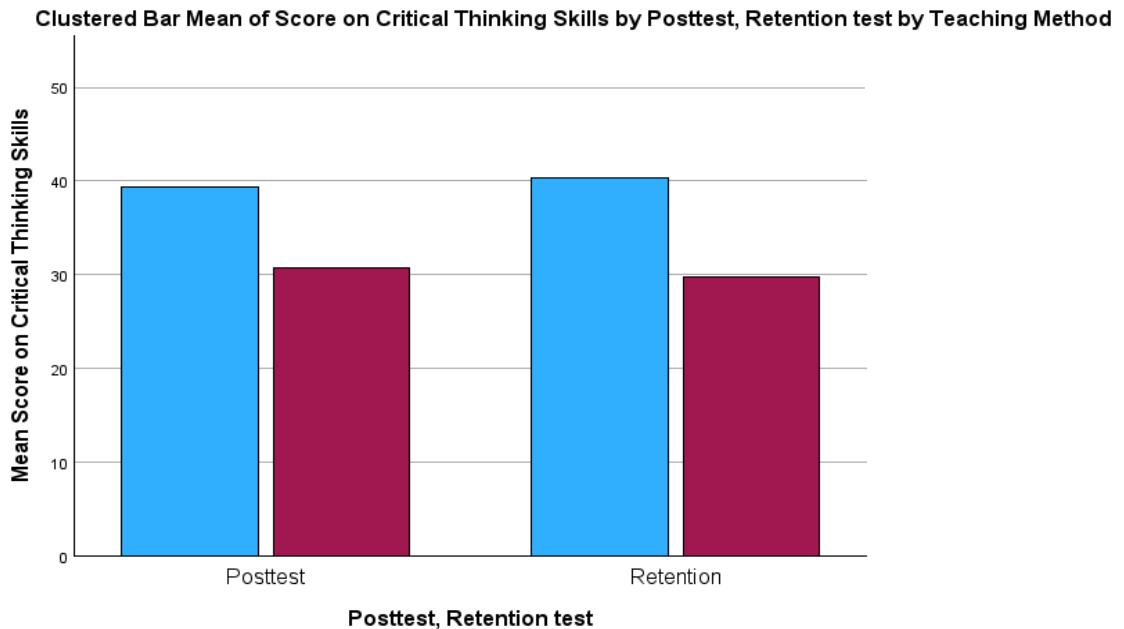
The clustered bar graph presents both posttest and retention scores side by side for each group, offering a comparative view of performance over time. In the experimental group, the retention score ($M = 41.23$) is slightly higher than the posttest score ($M = 39.35$), indicating continued or even improved retention of critical thinking skills. In contrast, the control group shows a decline from the posttest ($M = 30.74$) to the retention test ($M = 28.87$), highlighting a loss of previously gained skills. This dual bar visualization provides clear support for the claim that students taught with the CBL approach not only learned more but also retained those skills more effectively over time.

4.4   Analysis of Student Engagement (Attention)

4.4.1   Descriptive Statistics of Student Engagement

Table 4.15

Overall Mean Engagement Score

	N	Minimum	Maximum	Mean	Std. Deviation
Engagement Score (Attention)	46	29.20	46.08	38.2616	4.98603
Valid N (listwise)	46				

Descriptive statistics were calculated to assess students' engagement levels, specifically the Attention indicator, following the instructional period (N = 46 sessions). The results showed that the mean engagement score across all students was 38.26 (*SD* = 4.98), with scores ranging from 29.20 to 46.08. These values suggest a generally high level of attentional engagement among students during the learning sessions.

Table 4.16

Groupwise Mean Engagement Score

Teaching Method	Mean	Std. Deviation	Minimum	Maximum
Experimental Group	42.6018	2.45062	37.13	46.08
Control Group	33.9214	2.33028	29.20	40.16
Total	38.2616	4.98603	29.20	46.08

When disaggregated by teaching method, students in the experimental group demonstrated a higher mean engagement score (M = 42.60, SD = 2.45) compared to those in the control group (M = 33.92, SD = 2.33). The engagement scores for the experimental group ranged from 37.13 to 46.08, while those in the control group ranged from 29.20 to 40.16**.** These findings suggest that students taught through the CBL approach exhibited stronger attention and overall engagement during lessons than their peers taught through the traditional teaching approach.

Engagement Levels: To measure engagement levels, each session's engagement score was classified into three defined levels, based on the 50-point observation scale:

Table 4.17

Engagement Levels

Engagement Level	Score Range (out of 50)	Interpretation
Low	0–24	Very limited attention or participation
Moderate	25–37	Satisfactory but inconsistent engagement
High	38–50	Strong and sustained attention and interest

Table 4.18

Frequency of Engagement Levels (Per Session)

Group	High	Moderate	Low
CBL approach	23	0	0
Traditional teaching approach	2	21	0

Descriptive analysis was conducted to assess student engagement levels across 23 instructional sessions for both the experimental and control groups. Engagement scores were collected session-wise using a 50-point observation checklist focusing on the "Attention" indicator. Based on predefined score ranges, each session's engagement score was categorized into one of three levels: Low (0–24), Moderate (25–37), and High (38–50)**.**

In the experimental group, all 23 sessions fell into the High Engagement Level, indicating that students consistently demonstrated strong attentiveness and participation during the competency-based lessons. In contrast, in the control group, only 2 out of 23 sessions were classified as High, while 21 sessions reflected Moderate Engagement, indicating comparatively lower levels of sustained student attention during lecture-based instruction.

Session-wise engagement levels classification further confirmed the positive effect of the CBL approach on student attention. In all 23 observed sessions of the CBL group, engagement scores fell into the High category, suggesting consistently high attentiveness. Conversely, in the Traditional teaching approach group, only 2 out of 23 sessions reached the High Engagement Level, while the majority (21 sessions) were categorized as Moderate. No session from either group fell under the Low Engagement category.

4.4.2   Group Differences in Engagement (Inferential Statistics)

Table 4.19

Group Statistics of Engagement (Attention)

	Teaching Method	N	Mean	Std. Deviation	Std. Error Mean
Engagement Score (Attention)	Experimental Group	23	42.6018	2.45062	.52247
	Control Group	23	33.9214	2.33028	.49682

Descriptive statistics were calculated to examine differences in student engagement—specifically the Attention indicator—between the experimental and control groups. Engagement was measured per instructional session, not per individual student, with a total of 23 observed sessions in each group (N = 23). The results indicated that students in the experimental group (n = 31) had a mean engagement score (M= 42.60, SD = 2.45), while students in the control group (n = 32) had a significantly lower mean score (M= 33.92, SD = 2.33). The standard error of the mean was 0.41 for the experimental group and 0.45 for the control group, indicating relatively tight clustering of scores in both groups. These values suggest that the CBL approach was associated with higher and more consistent engagement, as measured through students' attentiveness during classroom instruction.

Table 4.20

Independent samples t-*test comparing CBL vs. Traditional teaching approach*

		Levene's Test for Equality of Variances		t-test for Equality of Means							
						Significance				95% Confidence Interval of the Difference	
		F	Sig.	t	df	One-Sided p	Two-Sided p	Mean Difference	Std. Error Difference	Lower	Upper
Engagement Score (Attention)	Equal variances assumed	.603	.442	12.040	42	<.001	<.001	8.68045	.72098	7.22547	10.13544
	Equal variances not assumed			12.040	41.894	<.001	<.001	8.68045	.72098	7.22536	10.13555

An independent samples t-test was conducted to determine whether there was a statistically significant difference in students' engagement levels—specifically the Attention indicator—between those taught using the CBL approach and those taught using the traditional teaching approach.

To begin, Levene's Test for Equality of Variances was examined to assess the assumption of homogeneity of variance. The result was non-significant, F = 0.603, p = .442, indicating that the variance in engagement scores was statistically equal across the two groups. Therefore, the assumption of equal variances was satisfied, and the "Equal variances assumed" row from the output was used to interpret the t-test results.

The independent samples t-test revealed a statistically significant difference in engagement scores between the experimental and control groups, t (42) = 12.040, p < .001 (two-tailed).

The two-tailed p-value tests the probability of observing a difference as extreme as the one found, in either direction, if there were no actual difference between groups. Since $p < .001$, the result is considered highly significant.

The mean difference between the two groups was 8.68 points (Mean Difference = 8.68045), with a standard error of the difference of 0.72098. This indicates that, on average, students taught through the CBL approach scored significantly higher on engagement (Attention) than those taught through the traditional teaching approach. The 95% Confidence Interval for the mean difference was [7.23, 10.14], which does not include zero. This confirms that the observed difference is not only statistically significant but also practically meaningful.

These findings provide strong empirical evidence that the CBL approach significantly enhances student engagement, as measured by the Attention indicator, compared to the traditional teaching approach. Therefore, the null hypothesis H_{02} was rejected, indicating that the CBL approach had a significantly greater effect on students' engagement than the traditional teaching approach at the elementary level.

Table 4.21

Effect size interpretation

		Standardiz er[a]	Point Estimate	95% Confidence Interval	
				Lower	Upper
Engagement Score (Attention)	Cohen's d	2.42942	3.438	2.655	4.210

Effect size estimates for the engagement score (attention) demonstrate a very strong effect of the CBL approach when compared to the traditional teaching approach. Using the pooled standard deviation of 2.429, Cohen's *d* was calculated to be 3.438 (95% CI [2.655, 4.210]), indicating a very large effect. This suggests that students in the experimental group showed substantially higher engagement in attention compared to the control group following the intervention.

4.4.3 Visual Representation

Figure 5

Bar Graph-Mean Engagement Score (Attention)
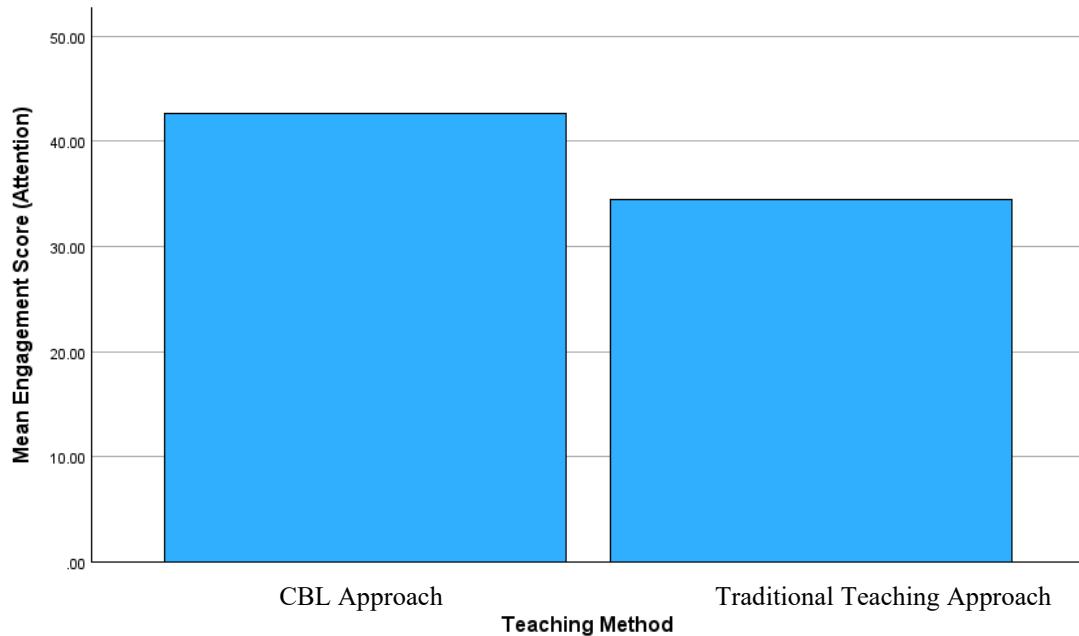
The bar char shows a clear difference in average engagement score (focused on attention) between the experimental and control groups. The bar for the CBL group is noticeably tall, with a mean score of 43.53 compared to 34.18 for the control group. This strong visual difference supports the statistical results and highlights the students taught through the CBL approach were more attentive and engaged in class. It reinforces the idea that CB is more effective that keeping students actively involved during lessons.

This chapter presented a detailed analysis of the data collected to evaluate the effectiveness of the CBL approach on students' critical thinking skills and engagement. The results showed that students in the CBL group consistently scored higher than those in the traditional teaching group across all measures. Both descriptive and inferential statistics revealed significant improvements in the posttest and retention test scores for critical thinking skills (analysis) among students taught using the CBL approach. Similarly, engagement levels, specifically, attention during the lessons, were notably higher in the CBL group. Visual aids like bar graphs and clustered graphs reinforced the reliability and strength of these findings. Overall, the data clearly suggest that the CBL approach not only increase academic performance

but also enhances lasting understanding and active participation among elementary students.

The findings discussed in chapter 4 strongly support that the CBL approach is much more effective than the traditional teaching approach when it comes to enhancing critical thinking skills and improving student engagement at the elementary level. Before the intervention began, both groups had similar started points. As shown by the lack of significant differences in their pretest scores, however, after the teaching period, the students who experienced CBL approach carry outperformed those in the traditional group in both their critical thinking skills and management during lessons. Additionally, the CBL group not only maintained their improvement over time but even showed a slight increase in their retention test scores, indicating the benefits of this approach as beyond immediate instruction. Their engagement levels were also consistently higher, suggesting that these students more focused and involved throughout the lessons compared to their peers in the control group.

CHAPTER 5

SUMMARY, FINDINGS, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents a comprehensive overview and interpretation of the research findings. It begins with a summary of the entire research process, including the objectives, methodology, and results covered in the preceding chapters. It then outlines the major findings in relation to the research questions and provides a detailed discussion by comparing the results with existing literature. The chapter also includes numbered conclusions drawn directly from the findings and offers practical recommendations for teachers, school leaders, and curriculum developers. Finally, it suggests directions for future research to further explore the implications of the CBL approach on students' critical thinking skills and engagement at the elementary level.

5.1 Summary

This study was designed to examine the effect of the CBL approach on elementary students' critical thinking skills (specifically Analysis) and student engagement (specifically Attention). A true experimental design was employed, involving 62 seventh-grade students divided into two groups: the experimental group (CBL approach) and the control group (Traditional teaching approach). Each group consisted of 31 students selected from a Shaan Global School of Excellence. The intervention lasted for eight weeks, comprising 4 sessions per week, and focused on English language content aligned with the school curriculum (grade 7th).

To measure the development of critical thinking skills, a self-developed test was administered as a pretest, posttest, and retention test. The pretest was used to established a starting point for both groups, while the posttest measured what students had learned immediately after the intervention. To assess how well students retained those skills over time, a retention test was given three weeks later. Throughout the intervention, students' engagement (attention) during lessons was monitored using a structured observation checklist during each session.

Data collection took place over an eight-week period, during which both the experimental and control group took part in series of planned English Lessons. The experimental group taught using CBL strategies, while the control group received instructions through traditional teaching approach. Four sessions week conducted per

week, with a total of 23 sessions delivered due to holidays including Eid-ul-Fitr and Labor Day. At the beginning of the intervention, a pretest was conducted t determined the students' initial level of critical thinking skills. This was followed by posttest at the end of the intervention to measure any improvements. To evaluate the long-term effect of CBL approach, a retention test was administered three weeks later, assessing how well students maintained their critical thinking abilities over time. Throughout the intervention, students' engagement was also monitored using an observation checklist focused on attention indicator, completed during each session. The study ensured consistency in delivery, minimized experimental threats through random group assignment and managed absences and external disruptions with make-up sessions and close coordination with teachers and parents.

Data were analyzed using SPSS, applying both descriptive and inferential statistics. Descriptive statistics included mean and standard deviation, while inferential statistics included independent samples *t*-tests to assess group differences and effect size calculations to determine the magnitude of the CBL approach's effect. Visual representations such as bar and clustered graph charts were also used to enhance interpretation.

5.2 Findings

The findings of the study were as follows:

1. The overall mean score for critical thinking (analysis) was M = 35.05, SD = 4.84, indicating moderately high performance following the intervention. Students performed well in analysis after the learning period. (Table 4.1)

2. The experimental group had a higher posttest mean score (M = 39.35) than the control group (M = 30.74), suggesting better performance with the CBL approach. This shows that CBL helped students do better in critical thinking than the traditional teaching approach. (Table 4.2)

3. In the experimental group, most students (87.1%) demonstrated a high level of critical thinking skills, while the remaining 12.9% fell into the moderate category. Importantly, no student scored in the low range, highlighting the effectiveness of the CBL instruction. (Table 4.3)

4. In the control group all students (100%) remained in the moderate category. No student reached the high level, and none scored in the low category either. (Table 4.4)

5. Pretest scores were nearly equal for both groups — CBL (M = 18.48) and Lecture (M = 18.35) — confirming equivalence at baseline. Both groups started the study at almost the same level of critical thinking. (Table 4.5)

6. The difference in pretest scores was not statistically significant, t (60) = 0.334, p = .740. There was no real difference in ability before the teaching began. (Table 4.6)

7. Cohen's d = 0.085 indicated a negligible effect size, confirming no meaningful group difference before the intervention. This proves the groups were truly equal before the new teaching was introduced. (Tale 4.7)

8. Posttest scores revealed a performance gap, with the experimental group scoring M = 39.35 and the control group M = 30.74, indicating CBL effectiveness. Experimental group students showed better results after teaching than control group students. (Table 4.8)

9. A statistically significant difference was found in posttest scores, t (60) = 15.724, p < .001. The improvement in critical thinking with CBL was not by chance—it was a real effect. Therefore, the null hypothesis H_{01} was rejected, indicating that students taught through the CBL approach demonstrated significantly higher critical thinking skills (analysis) than those taught through the traditional teaching approach. (Table 4.9)

10. Cohen's d = 3.994, confirming a very large effect of the CBL approach on students' critical thinking (analysis). CBL had a very strong effect on students' thinking skills. (Table 4.10)

11. The Bar chart showed the experimental group outperformed the control group on posttest scores. Visual graph clearly shows experimental group students scored better than control group students. (Figure 2)

12. Retention and posttest scores had the same mean (M = 35.05), but higher variability in retention (SD = 6.83) indicated mixed long-term retention. Some

students retained knowledge well while others forgot more over time. (Table 4.11)

13. Retention scores increased in the experimental group (M = 41.23) and declined in the control group (M = 28.87), showing better long-term skills retention in CBL. CBL helped students remember and even improve, while control group students forgot. (Table 4.12)

14. A statistically significant difference in retention scores was observed, t (60) = 17.253, p < .001. CBL students remembered more even after three weeks. Therefore, the null hypothesis H03 was rejected, indicating that students in the experimental group retained critical thinking skills significantly better than students in the control group. (Table 4.13)

15. Cohen's d = 4.382 showed an extremely large effect size of the CBL approach on retention of critical thinking skills. CBL made a big difference in long-term learning. (Table 4.14)

16. Bar and clustered bar graphs showed higher retention in experimental and a drop in scores in the control group. The visuals prove that CBL helped students keep their learning better. (Figure 3 and 4)

17. Overall mean engagement score (attention) across all students was M = 38.26, SD = 4.98, suggesting generally high attention levels. Students paid attention well during lessons overall. (Table 4.15)

18. Mean engagement was higher in the experimental group (M = 42.61) than in the control group (M = 33.92), showing greater attentional engagement with CBL. CBL helped students stay more focused than traditional teaching approach. (Table 4.16)

19. All 23 sessions in the experimental group showed high-level engagement, meaning students were very attentive throughout. In the control group, only 2 sessions had high-level engagement, while the remaining sessions showed moderate-level engagement. Neither group had any sessions with low engagement. This indicates that the CBL approach promoted consistently stronger student attention compared to the traditional teaching approach. (Table 4.18)

20. Engagement score was significantly higher in the experimental group **(M = 42.53)** than in the control group **(M = 34.18),** with lower variability. Students in CBL classes stayed more focused than traditional classes. (Table 4.19)

21. The difference in engagement scores was statistically significant, t (62) = 12.040, p < .001. The experimental group's focus was much better in a measurable way. Therefore, the null hypothesis H_{02} was rejected, confirming that students in the experimental group had significantly higher engagement (attention) than those in the control group. (Table 4.20)

22. Cohen's d = 3.438 indicated a very large effect size, confirming a strong effect of CBL on attentional engagement. CBL had a powerful influence on how attentive students were. (Table 4.21)

23. Bar graph showed the experimental group had a higher mean attention score **(M = 42.53)** than the control group **(M = 34.18).** This graph shows that CBL students were more engaged. (Figure 5)

5.3   Discussion

The results of this study provide strong empirical support for the effectiveness of the CBL approach in enhancing students' critical thinking skills (specifically in analysis) and engagement levels (specifically attention) at the elementary level. These findings align closely with previous research discussed in Chapter 2 and offer a contextual validation of CBL approach in Pakistani elementary classrooms.

The statistically significant improvement in posttest and retention scores for critical thinking skills among students taught through the CBL approach is consistent with the findings of Zheng et al. (2019), who asserted that CBL environments promote deeper engagement with learning materials, thereby improving students' ability to think critically. This outcome is further supported by Malhotra et al. (2023)**,** whose study showed that CBL participants demonstrated a stronger ability to solve complex problems than their peers in traditional classrooms. In the current study, students in the CBL group not only achieved higher immediate scores but also retained those skills over time—reflecting the mastery-based nature of CBL.

Similarly, Foster and Joens (2020) and Deny et al. (2024) found that CBL environment enhance both immediate learning and long-term retention by incorporating iterative feedback and performance-based tasks, results tha closely

parallel to the retention outcome observed in this study. The present research contributes to the growing body of literature on applying CBL strategies in early grades. Studies by Panomarioviene et al. (2025) and Clapp (2024) emphasized that introducing CBL practices early in schooling helps cultivate key foundational habits such as reflection, independence, and collaboration, all of which were evident in the present findings. Additionally, students reported sense of emotional security and reduces classroom anxiety, may be linked to the mastery based pacing and supportive environment fostered by the CBL approach, as highlighted by Saud and Chen (2018) and Evans et al. (2020)

This cognitive gain can also be attribute to the core theoretical foundations of the CBL. Hess et al. (2020) and Henri et al. (2017) argued that CBL promotes critical thinking skills b organizing learning around clearly defined competencies supported through guided instructions and ongoing assessment. The improvement in retention test scored based in this study supports their claim that personalized, meaningful earning experiences contribute to long term cognitive development.

The engagement results further support the findings of Evans et al. (2020) and Mosbah et al. (2022), who noted that students are more engaged when learning is personalized relevant and flexible. In this student students in the CBL group consistently achieve higher scores on the engagement indicator pf "attention" suggesting greater involvement and sustained focus throughput classroom activities. This is consistent with the Vaux (2024), who observed that elementary students showed enhanced attention in competency driven classrooms.

Moreover, the results of this study align with those Yolande and Ngwa (2024), who reported that students receiving CBL based instruction in language arts developed stronger Analytical thinking and more structured writing. Similarly, in this stud, the English writing activities were designed around CBL principles, which likely contributed to students improved higher order thinking performance.

In contrast, students taught throughout traditional teaching approach showed weaker performance and declining retention over time. These findings are consistent with the work of Kiprotich (2020) and Sheng et al. (2019), who observed that teacher-enter instruction often led to passive earning, lower engagement and limited knowledge retention. The variation in scores withing the control group may also

reflect the limitations of rigid, non-adaptive teaching practices, as discussed by Chappell et al. (2020).

Finally, the role of teachers and institutional support proved vital in the successful implementation of the CBL approach. Researchers such as Misbah et al. (2022), Suchyadi et al. (2020), and Rogers (2021) have emphasized that supportive well-trained teachers ae central to improving students' motivation, classroom participation, and overall instructional effectiveness. This aligns with the practical aspect of the current study, which included teacher planning sessions and carefully structured CB-aligned lesson plans.

In conclusion, the findings of the study support and extend the existing literature on CBL by offering strong evidence from an experimental design conducted in a regular classroom setting. The CBL approach not only facilitated higher cognitive performance and retention but also improved active engagement; validating the use of CBL as an effective alternative traditional teaching approach in elementary English education.

5.4   Conclusions

Based on the statistical analyses, visual representations, and findings presented in Chapter 4, the following conclusions were drawn regarding the effect of the CBL approach on students' critical thinking skills and engagement at the elementary level:

1. Findings of objective 1 showed that the elementary school students improved their critical thinking skills (analysis) after the intervention period. Most students in the experimental group reached to a high level of critical thinking skills, while those in the control group stayed at a moderate level. Based on these findings, it is concluded that the CBL approach helps students develop stronger critical thinking skills compared to traditional teaching approach.

2. Findings of objective 2 showed that students demonstrated high engagement levels during lessons. Those in the experimental group, taught using CBL approach, displayed higher and more consistent engagement throughout a session compared to the control group. Based on these findings, it is concluded that CBL approach effectively enhances and sustain students; engagement levels in classroom.

3. Findings of objective 3 showed that students in the experimental group performed better in critical thinking skills (analysis) compared to those in the control group. It is concluded that CBL approach is significantly more effective than the traditional teaching approach in improving students' critical thinking skills (analysis). Students in the experimental group consistently scored higher on the posttest compared to those in the control group, indicating that the CBL approach enhances analytical thinking more effectively.

4. Findings of objective 4 showed that students in the experimental group maintained higher engagement levels, especially in terms of attention, compared to those in the control group. It is concluded that CBL approach significantly enhances student engagement, particularly in terms of attention during classroom activities. Students taught using the CBL approach showed higher and more consistent attention-based engagement scores than those taught using the traditional teaching approach, demonstrating that CBL is better at maintaining student focus.

5. Findings of objective 5 showed that students in the experimental group retained there critical thinking skills (analysis) after the intervention, while the control group's core declined. It is concluded that students taught through the CBL approach demonstrated stronger retention of critical thinking skills. Retention test scores remained stable or even slightly improved in the experimental group three weeks after the intervention, while scores declined in the control group. This suggests that CBL approach leads to more durable learning.

5.5 Recommendations

1. Based on Conclusion 1, which showed that the CBL approach significantly enhances students' critical thinking skills (analysis), it is recommended that elementary English teachers integrate CBL strategies into their instructional practices. This can be done by designing task-based lessons around real-world problems, using formative assessments, and support student progress at individual paces to develop analytical thinking.

2. Based on Conclusion 2, which confirmed that students in CBL classrooms demonstrated higher attentional engagement, it is recommended that school administrators and teachers adopt engagement-focused lesson planning within the CBL framework. This can be implemented through interactive tasks, visual tools, and student-choice activities that keep learners actively involved and focused throughout the lesson.

3. Based on Conclusion 3, which revealed that the CBL approach was more effective than the traditional teaching approach in developing critical thinking, it is recommended that educational policymakers and curriculum developers revise the elementary English curriculum to include competency-based objectives and mastery-based learning models. They can achieve this by embedding clearly defined learning outcomes, rubric-based performance assessments, and student-centered tasks into national curriculum.

4. Based on Conclusion 4, which showed that CBL approach significantly improved students; engagement (attention) during classroom activities. It is recommended that teacher training institutes and school leadership provide targeted professional development focused on strategies to enhance student attention and active participation through CBL approach. This may include workshops on interactive teaching sessions, collaborative lesson planning sessions, designing engaging tasks, and using observation tools to monitor students' attentiveness.

5. Based on Conclusion 5, which indicated that the experimental group retained or improved their critical thinking performance over time, it is recommended that school leaders and instructional designers promote the long-term use of CBL through structured classroom environments and ongoing assessment cycles. This can be supported by providing periodic review sessions to reinforce and retain learned concepts.

5.6 Recommendations for Future Studies

1. Future research may explore additional indicators of critical thinking, such as reasoning, evaluation, or decision-making, to expand the scope of cognitive skills measured beyond analysis.

2. Researchers are encouraged to adopt a mixed-methods approach that combines quantitative data with interviews, classroom observations, or focus groups to gain deeper insights into how students and teachers experience CBL.

3. Longitudinal studies should be conducted to assess the long-term effects of the CBL approach on students' academic growth, retention, and skills transferability over an extended period.

4. Future studies could examine the role of digital tools and technology integration within CBL environments at the elementary level to determine how multimedia and online platforms influence engagement and cognitive development.

5. Further research is recommended on teacher preparedness and professional development needs related to CBL implementation, particularly in under-resourced schools, to identify effective support systems.

6. Comparative studies between public and private school contexts may also reveal important differences in how CBL is implemented and received, which can inform equitable policy development.

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APPENDICES

7.1   Appendix-A Lesson Plans for Experimental Group (CBL approach)

Lesson Plan no:1

Grade: 7th
Subject: English
Unit: 1 – *The Last Sermon of Hazrat Muhammad (PBUH)*
Focus: Writing Skills – Sentence Analysis
Time Duration: 40 minutes

Lesson Components	Activities
Learning Objectives	1. Identify basic sentence structures (simple sentences) in the text. 2. Analyze how sentence simplicity supports clarity and message strength in speeches.
1. Testing Previous Knowledge (5 minutes)	**Teacher's Activity**: Ask: "What do we mean by a simple sentence? Can anyone recall a short but strong sentence from any speech?" **Students' Activity**: Students recall examples and describe why the sentence was powerful.
2. Introduction (5 minutes)	**Teacher's Activity**: Brief explanation of simple sentences with examples from *The Last Sermon*. Ask: "Why might the Prophet (PBUH) use short sentences in a powerful message?" **Students' Activity**: Listen and discuss.
3. Main Body (25 minutes)	**Activity 1 (15 min): Differentiated Sentence Breakdown** **Teacher's Activity**: Divide students into 3 levels: - **Beginner**: Identify subjects & verbs in short sentences. - **Intermediate**: Expand simple sentences into compound forms. - **Advanced**: Analyze how simplicity in sentence form enhances clarity and effect. **Students' Activity**: Work in level-based groups to analyze and present. **Activity 2 (10 min): Sentence Reconstruction Task** **Teacher's Activity**: Provide jumbled simple sentences from the text and ask students to reorder them meaningfully. **Students' Activity**: Collaborate and reconstruct.
4. Conclusion (5 minutes)	**Teacher's Activity**: Recap how clarity and simplicity affect writing. Reinforce their use in formal writing. **Students' Activity**: Share one simple sentence and explain its meaning.
Homework	Write 2 simple sentences from today's lesson and convert them into compound sentences while retaining their original meaning.

Lesson Plan no: 2

Grade: 7th
Subject: English
Unit: 1 – *The Last Sermon of Hazrat Muhammad (PBUH)*
Topic: Understanding Compound Sentences in Religious Discourse
Focus: Writing Skills – Sentence Analysis (Compound Sentences)
Time Duration: 40 minutes

Lesson Components	Activities
Learning Objectives	1. Identify compound sentence structures in the given passage. 2. Analyze how combining ideas enhances meaning and coherence.
1. Testing Previous Knowledge (5 min)	**Teacher's Activity**: Ask: "Who remembers the difference between a simple and a compound sentence?" Write two examples on the board, one of each. **Students' Activity**: Volunteer answers and identify the joining words (conjunctions).
2. Introduction (5 min)	**Teacher's Activity**: Briefly explain compound sentence structure (two independent clauses joined by coordinating conjunctions). Use examples from *The Last Sermon.* **Students' Activity**: Listen and compare sentence examples to discover the difference.
3. Main Body (25 min)	**Activity 1 – Group-Based Sentence Analysis (15 min)** **Teacher's Activity**: Form groups by ability. - **Beginner Group**: Identify compound sentences and underline conjunctions (and, but, or, etc.). - **Intermediate Group**: Break compound sentences into two simple ones. - **Advanced Group**: Modify simple sentences into compound ones to see how linking ideas builds argument strength. **Students' Activity**: Work with peers to annotate and transform sentences. Present findings. **Activity 2 – Sentence Transformation Challenge (10 min)** **Teacher's Activity**: Provide 4–5 simple sentences from the sermon. Ask students to combine them logically into compound forms. **Students' Activity**: Combine and rewrite in pairs; evaluate each other's work.
4. Conclusion (5 min)	**Teacher's Activity**: Discuss how compound structures help deliver a stronger message in speech writing. **Students' Activity**: Reflect and explain one sentence transformation they found effective.
Homework	Combine five simple sentences from the text into compound sentences. Indicate the conjunction used in each.

Lesson Plan no: 3

Grade: 7th
Subject: English
Unit: 1 – *The Last Sermon of Hazrat Muhammad (PBUH)*
Topic: Analyzing Complex Sentences to Understand Relationships Between Ideas
Focus: Writing Skills – Sentence Analysis (Complex Sentences)
Time Duration: 40 minutes

Lesson Components	Activities
Learning Objectives	1. Identify complex sentences within *The Last Sermon.* 2. Analyze how subordinating conjunctions shape relationships and clarify ideas.
1. Testing Previous Knowledge (5 min)	**Teacher's Activity**: Write two sentences on the board—one compound, one complex. Ask students: "Which sentence includes a dependent clause?" **Students' Activity**: Discuss and differentiate based on clause types.
2. Introduction (5 min)	**Teacher's Activity**: Explain the structure of a complex sentence using examples from *The Last Sermon*, focusing on subordinating conjunctions (because, although, since, etc.). **Students' Activity**: Listen and highlight those conjunctions in the text.
3. Main Body (25 min)	**Activity 1 – Personalized Clause Sorting (15 min)** **Teacher's Activity**: Provide mixed sets of main and subordinate clauses. Ask students to work in groups based on their level: - **Beginner**: Match independent and dependent clauses. - **Intermediate**: Reconstruct full complex sentences from jumbled parts. - **Advanced**: Deconstruct a paragraph to identify all complex sentences and explain their effect on tone and meaning. **Students' Activity**: Engage in matching and reconstructing activities, then present group findings. **Activity 2 – Sentence Dissection (10 min)** **Teacher's Activity**: Assign each group a sentence from the sermon. Students break it down into its clauses and explain their roles. **Students' Activity**: Use guiding questions to analyze and share insights on the function of each clause.
4. Conclusion (5 min)	**Teacher's Activity**: Review how complex structures express nuanced relationships in writing. **Students' Activity**: Reflect on how subordinate ideas help clarify meaning in longer texts.
Homework	Write two complex sentences about the teachings in *The Last Sermon* using at least two subordinating conjunctions. Label the main and dependent clauses.

Lesson Plan no: 4

Grade: 7th
Subject: English
Unit: 1 – *The Last Sermon of Hazrat Muhammad (PBUH)*
Topic: Analyzing Moral Teachings through Sentence Meaning
Focus: Critical Thinking – Analyzing Message and Structure
Time Duration: 40 minutes

Lesson Components	Activities
Learning Objectives	1. Interpret selected moral teachings from the sermon. 2. Analyze how sentence construction and word choice reinforce ethical values.
1. Testing Previous Knowledge (5 min)	**Teacher's Activity**: Ask: "What moral values did you notice in the Prophet's (PBUH) sermon?" **Students' Activity**: Discuss in pairs and share one moral value.
2. Introduction (5 min)	**Teacher's Activity**: Explain how sentence structure can support the tone and intent of a moral message. Use example: "All human beings are equal…" **Students' Activity**: Discuss how short, declarative sentences create emphasis.
3. Main Body (25 min)	**Activity 1 – Sentence Meaning Analysis (15 min)** **Teacher's Activity**: Assign each level group a passage: - **Beginner**: Identify moral statements and underline keywords. - **Intermediate**: Analyze how the sentence structure clarifies the moral value. - **Advanced**: Explain how sentence tone enhances persuasive effect. **Students' Activity**: Collaboratively annotate and share insights. **Activity 2 – Message Reconstruction (10 min)** **Teacher's Activity**: Provide scrambled sentences from the sermon. Students will reconstruct them logically to recover the original message. **Students' Activity**: Rebuild sentences and reflect on how structure guides understanding.
4. Conclusion (5 min)	**Teacher's Activity**: Recap how sentence construction affects the clarity and strength of moral teachings. **Students' Activity**: Share one restructured sentence and its meaning.
Homework	Choose one moral teaching from the text. Rewrite it in two different sentence forms (simple and complex), and explain which version is clearer and why.

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Lesson Plan no: 5

Grade: 7th
Subject: English
Unit: 1 – *The Last Sermon of Hazrat Muhammad (PBUH)*
Topic: Analyzing the Concept of Equality through Sentence Structure
Focus: Critical Thinking – Analysis of Theme and Language
Time Duration: 40 minutes

Lesson Components	Activities
Learning Objectives	1. Understand the theme of equality from the sermon. 2. Analyze how sentence structure reinforces social and moral equality.
1. Testing Previous Knowledge (5 min)	**Teacher's Activity**: Ask: "What does equality mean to you?" Show a key quote: *"All human beings are equal."* **Students' Activity**: Discuss what the quote means and its relevance.
2. Introduction (5 min)	**Teacher's Activity**: Briefly explain how repetition and structure in the Prophet's (PBUH) sermon emphasize equality. Show a sentence with repeated structure. **Students' Activity**: Identify structural patterns and their emphasis.
3. Main Body (25 min)	**Activity 1 – Sentence Repetition Analysis (15 min)** **Teacher's Activity**: Provide three level-based tasks: - **Beginner**: Identify repeated sentence structures like "All…" or "No…" - **Intermediate**: Group similar sentence forms and explain the repeated message. - **Advanced**: Evaluate how repetition and syntax strengthen the message of equality. **Students' Activity**: Work in groups to annotate and present sentence findings. **Activity 2 – Sentence Rewriting Task (10 min)** **Teacher's Activity**: Ask students to rewrite sermon statements on equality using different sentence structures (e.g., from simple to compound or complex) to retain meaning but show variation. **Students' Activity**: Compare original and rewritten forms; discuss which are more powerful and why.
4. Conclusion (5 min)	**Teacher's Activity**: Review how sentence structure was used to emphasize equality. **Students' Activity**: Share one insight from their rewritten sentences.
Homework	Choose one sentence from today's class that expresses equality. Rewrite it in two different sentence forms and explain how each form affects the effect of the message.

Lesson Plan no: 6

Grade: 7th
Subject: English
Unit: 1 – *The Last Sermon of Hazrat Muhammad (PBUH)*
Topic: Evaluating the Final Message – Purposeful Use of Language
Focus: Critical Thinking – Analyzing Intent and Sentence Purpose
Time Duration: 40 minutes

Lesson Components	Activities
Learning Objectives	1. Evaluate the purpose behind the Prophet's (PBUH) final sermon. 2. Analyze how sentence type (declarative, imperative) reinforces the sermon's intent.
1. Testing Previous Knowledge (5 min)	**Teacher's Activity**: Ask: "What is the purpose of the Last Sermon? What kind of language is used?" **Students' Activity**: Discuss key messages they remember and what tone was used.
2. Introduction (5 min)	**Teacher's Activity**: Introduce sentence types (declarative, imperative) and their functions in speeches. Provide sermon examples: "Worship Allah" (imperative), "All Muslims are brothers" (declarative). **Students' Activity**: Classify example sentences as imperative or declarative.
3. Main Body (25 min)	**Activity 1 – Sentence Function Sorting (15 min)** **Teacher's Activity**: Provide sentence cards from the sermon. Students (grouped by levels) will: - **Beginner**: Identify and label sentence types. - **Intermediate**: Match sentence types to the message they deliver. - **Advanced**: Evaluate how sentence types guide listener response or behavior. **Students' Activity**: Work in groups and sort cards with justification.
	Activity 2 – Intent Analysis Task (10 min) **Teacher's Activity**: Ask each student to choose a sentence from the sermon and explain how its structure serves its purpose. **Students' Activity**: Write short analysis in pairs and share aloud.
4. Conclusion (5 min)	**Teacher's Activity**: Reinforce how sentence structure and intention go hand in hand in formal speech. **Students' Activity**: Reflect on why the Prophet (PBUH) used both commands and statements.
Homework	Select three sentences from *The Last Sermon* and identify their type (declarative/imperative). Briefly describe the purpose of each.

Lesson Plan no: 7

Grade: 7th
Subject: English
Unit: 2A – *Visit to Khewra Mines – A Salt Wonder for Tourists*
Topic: Analyzing Descriptive Sentences in Informational Text
Focus: Critical Thinking – Identifying and Evaluating Descriptive Sentence Structures
Time Duration: 40 minutes

Lesson Components	Activities
Learning Objectives	1. Identify descriptive sentence structures in the passage. 2. Analyze how sentence parts contribute to imagery and factual clarity.
1. Testing Previous Knowledge (5 min)	**Teacher's Activity**: Ask: "Have you visited a tourist site? How did you describe it to someone?" **Students' Activity**: Share examples, focusing on descriptive words or phrases.
2. Introduction (5 min)	**Teacher's Activity**: Read aloud a descriptive paragraph from the passage and highlight vivid details and sentence types. **Students' Activity**: Identify sensory and factual words within the paragraph.
3. Main Body (25 min)	**Activity 1 – Descriptive Sentence Deconstruction (15 min)** **Teacher's Activity**: Assign level-based tasks: - **Beginner**: Underline adjectives and prepositional phrases in selected sentences. - **Intermediate**: Break long descriptive sentences into shorter ones and explain the difference in clarity. - **Advanced**: Analyze sentence structure to explain how information is layered (e.g., location + fact + visual detail). **Students' Activity**: Work in groups, annotate sentences, and present their rewritten or analyzed forms. **Activity 2 – Sensory Sentence Challenge (10 min)** **Teacher's Activity**: Ask students to pick one fact from the text and rewrite it as a detailed descriptive sentence using their own words. **Students' Activity**: Use imagery and sentence expansion to enhance the idea.
4. Conclusion (5 min)	**Teacher's Activity**: Summarize how sentence construction affects how we visualize and understand descriptive content. **Students' Activity**: Share their best descriptive sentence.
Homework	Select any two sentences from the Khewra passage and rewrite them in a more descriptive way. Highlight the changes and explain their effect.

Lesson Plan: 8

Grade: 7th
Subject: English
Unit: 2A – *Visit to Khewra Mines – A Salt Wonder for Tourists*
Topic: Analyzing Sequence and Logical Order in Informational Text
Focus: Critical Thinking – Structure and Sentence Flow
Time Duration: 40 minutes

Lesson Components	Activities
Learning Objectives	1. Identify sequence words and logical sentence flow in the text. 2. Analyze how sentence order builds coherence and clarity in informational writing.
1. Testing Previous Knowledge (5 min)	**Teacher's Activity**: Ask: "How do we describe the steps of a visit or tour?" Write on the board: *First, Then, after that…* **Students' Activity**: Share examples of giving directions or steps.
2. Introduction (5 min)	**Teacher's Activity**: Read a short paragraph from the passage and ask students to listen for sequence words and transitions. **Students' Activity**: Identify signal words (e.g., "after," "next," "finally").
3. Main Body (25 min)	**Activity 1 – Sentence Sequencing Game (15 min)** **Teacher's Activity**: Provide mixed-up sentence strips from a paragraph in the text. Group tasks: - **Beginner**: Reorder simple events using "First," "Next," etc. - **Intermediate**: Reconstruct an entire paragraph in proper order. - **Advanced**: Justify sentence order and how transitions affect meaning. **Students' Activity**: Reassemble the sentences into a coherent paragraph, using sequence logic. Present to class. **Activity 2 – Flow Mapping (10 min)** **Teacher's Activity**: Provide a flowchart template. Students use it to map the key events and supporting sentences from a selected portion of the passage. **Students' Activity**: Fill in chart with sentence-based steps and transitions.
4. Conclusion (5 min)	**Teacher's Activity**: Recap how ordering ideas in sentences improves clarity and helps the reader understand a process or journey. **Students' Activity**: Reflect on one sentence they found most logically placed and explain why.
Homework	Write a short paragraph (5–6 sentences) describing a place they've visited, using at least four sequence words. Underline them.

Lesson Plan no: 9

Grade: 7th
Subject: English
Unit: 2A – *Visit to Khewra Mines – A Salt Wonder for Tourists*
Topic: Analyzing Comparison and Contrast in Informational Sentences
Focus: Critical Thinking – Identifying Comparative Structures and Evaluating Information
Time Duration: 40 minutes

Lesson Components	Activities
Learning Objectives	1. Identify comparative and contrastive sentence structures in the text. 2. Analyze how comparison supports understanding of features in Khewra Mines.
1. Testing Previous Knowledge (5 min)	**Teacher's Activity**: Ask: "What words do we use when comparing two places?" Write on board: *more than, as...as, unlike, however.* **Students' Activity**: Share examples of comparing school and home or two tourist places.
2. Introduction (5 min)	**Teacher's Activity**: Read 2–3 sentences from the passage that compare features of Khewra (e.g., length of tunnels, lighting, architecture). Highlight comparison/contrast words. **Students' Activity**: Listen and identify which words are used for comparison.
3. Main Body (25 min)	**Activity 1 – Comparative Sentence Investigation (15 min)** **Teacher's Activity**: Give group-level tasks: - **Beginner**: Find and underline comparison words (e.g., more, longer, unlike). - **Intermediate**: Match sentence pairs that describe two features in contrast (e.g., outside vs. inside of the mine). - **Advanced**: Rewrite neutral sentences by adding comparison/contrast phrases for more analytical depth. **Students' Activity**: Annotate and rewrite sentences to highlight comparative thinking. **Activity 2 – Evaluation Task (10 min)** **Teacher's Activity**: Ask students to choose two features of the mine and write one sentence comparing them and another contrasting them using correct structure. **Students' Activity**: Present sentences and explain how language supports their comparison.
4. Conclusion (5 min)	**Teacher's Activity**: Reinforce how comparisons help readers evaluate and understand the uniqueness of a place. **Students' Activity**: Share their strongest comparative sentence.
Homework	Write three comparison sentences using "more than," "as...as," and "unlike" to compare Khewra Mines to another place they know or imagine.

Lesson Plan no: 10

Grade: 7th
Subject: English
Unit: 2A – *Visit to Khewra Mines – A Salt Wonder for Tourists*
Topic: Analyzing Cause and Effect Relationships in Informational Text
Focus: Critical Thinking – Understanding Sentence Logic and Structure
Time Duration: 40 minutes

Lesson Components	Activities
Learning Objectives	1. Identify cause-and-effect structures in the passage. 2. Analyze how these structures explain reasons behind features or facts.
1. Testing Previous Knowledge (5 min)	**Teacher's Activity**: Ask: "What is a cause? What is an effect? Give an example." Write example: *It rained, so the ground was wet.* **Students' Activity**: Share personal examples of causes and effects.
2. Introduction (5 min)	**Teacher's Activity**: Read a paragraph from the passage and highlight sentence links like "because," "so," "as a result." **Students' Activity**: Listen and identify cause-effect signals.
3. Main Body (25 min)	**Activity 1 – Cause-Effect Sorting Task (15 min)** **Teacher's Activity**: Divide tasks by group level: - **Beginner**: Match causes to their effects using sentence halves. - **Intermediate**: Identify and label cause-effect words in the passage. - **Advanced**: Write new cause-effect sentences based on the Khewra context (e.g., *Because of the salt bricks, the walls glow.*) **Students' Activity**: Perform group work with guidance and share examples. **Activity 2 – Chain Effect Mapping (10 min)** **Teacher's Activity**: Provide a sentence and ask: "What happened before this? What happened because of this?" Students create a mini flowchart of 3 steps. **Students' Activity**: Draw and connect ideas visually to represent logical sequence.
4. Conclusion (5 min)	**Teacher's Activity**: Recap how cause-and-effect relationships add depth and understanding to texts. **Students' Activity**: Explain one cause-effect pair they found meaningful.
Homework	Write three cause-and-effect sentences based on facts in the Khewra passage. Use connectors like "because," "as a result," or "so."

Lesson Plan no:11

Grade: 7th
Subject: English
Unit: 2B – *Poem: People Are Made of Places*
Topic: Analyzing Imagery and Structure in Poetry
Focus: Critical Thinking – Interpreting Figurative Language and Sentence Effect
Time Duration: 40 minutes

Lesson Components	Activities
Learning Objectives	1. Identify imagery and sentence structure used in the poem. 2. Analyze how sentence form and figurative language build meaning and theme.
1. Testing Previous Knowledge (5 min)	**Teacher's Activity**: Ask: "What do you think the title 'People Are Made of Places' means?" **Students' Activity**: Predict the theme by interpreting the title.
2. Introduction (5 min)	**Teacher's Activity**: Briefly explain poetic structure and the use of imagery. Read the first two stanzas aloud and ask: "What picture do these lines create in your mind?" **Students' Activity**: Share impressions and underline vivid words.
3. Main Body (25 min)	**Activity 1 – Imagery Explorer Groups (15 min)** **Teacher's Activity**: Divide tasks by group level: - **Beginner**: Highlight descriptive and sensory words (e.g., dusty road, hill). - **Intermediate**: Match lines to the emotion or place being described. - **Advanced**: Analyze how line structure (enjambment, pauses) shapes meaning. **Students' Activity**: Annotate poems and present visual interpretations of the lines. **Activity 2 – Image-to-Line Task (10 min)** **Teacher's Activity**: Show a photo of a place (e.g., a farm, a city, a hill station). Ask students to write one poetic sentence using sensory language, inspired by the image. **Students' Activity**: Create poetic lines and discuss their use of imagery and sentence flow.
4. Conclusion (5 min)	**Teacher's Activity**: Recap how poets use places to reflect identity, using structure and word choice. **Students' Activity**: Share one meaningful line they wrote or interpreted.
Homework	Select one stanza and rewrite it as prose. Then reflect: how does changing sentence structure affect its meaning and imagery?

Lesson Plan no: 12

Grade: 7th
Subject: English
Unit: 2B – *Poem: People Are Made of Places*
Topic: Analyzing Tone, Sentence Mood, and Poet's Attitude
Focus: Critical Thinking – Evaluating Meaning through Sentence Tone
Time Duration: 40 minutes

Lesson Components	Activities
Learning Objectives	1. Identify the tone and mood in the poem using sentence analysis. 2. Evaluate how sentence structure reflects the poet's attitude toward people and places.
1. Testing Previous Knowledge (5 min)	**Teacher's Activity**: Ask: "How do we know if someone is happy, sad, or reflective just by reading what they wrote?" **Students' Activity**: Share examples of how tone is understood through word and sentence choices.
2. Introduction (5 min)	**Teacher's Activity**: Read aloud a stanza with a reflective tone. Ask: "What kind of feeling does this sentence give you? Why?" **Students' Activity**: Discuss mood and tone of the stanza.
3. Main Body (25 min)	**Activity 1 – Sentence Mood Ladder (15 min)** **Teacher's Activity**: Divide students by level: - **Beginner**: Identify positive and negative tone words in given lines. - **Intermediate**: Match sentence tone to the mood (e.g., nostalgic, peaceful). - **Advanced**: Analyze how line breaks, pauses, or word repetition build reflective tone. **Students' Activity**: Highlight, discuss, and justify tone choices. **Activity 2 – Tone Rewrite Challenge (10 min)** **Teacher's Activity**: Give students a line from the poem. Ask them to rewrite it with a different tone (e.g., from hopeful to sad) by changing sentence form and words. **Students' Activity**: Rewrite lines and present both versions, explaining the tone shift.
4. Conclusion (5 min)	**Teacher's Activity**: Recap how poet's express emotions and opinions through tone and sentence style. **Students' Activity**: Share how changing tone changes meaning.
Homework	Select one stanza and identify its tone. Write a paragraph describing how the poet feels about places, using evidence from the text.

Lesson Plan no: 13

Grade: 7th
Subject: English
Unit: 2C – *Natural Wonders of the World*
Topic: Analyzing Informational Sentences for Key Features
Focus: Critical Thinking – Extracting and Evaluating Key Details from Sentence Structures
Time Duration: 40 minutes

Lesson Components	Activities
Learning Objectives	1. Identify key features of natural wonders described in the passage. 2. Analyze how sentence structure highlights main ideas and supporting details.
1. Testing Previous Knowledge (5 min)	**Teacher's Activity**: Ask: "Have you heard about any natural wonders like the Grand Canyon or Mount Everest? What makes them 'wonders'?" **Students' Activity**: Share what they know about any natural or world wonder.
2. Introduction (5 min)	**Teacher's Activity**: Show a brief paragraph from the textbook and ask students to listen for important details. Highlight how long and short sentences give information differently. **Students' Activity**: Listen and underline one sentence they think is most informative.
3. Main Body (25 min)	**Activity 1 – Sentence Dissection Task (15 min)** **Teacher's Activity**: Assign level-based tasks: - **Beginner**: Highlight names, adjectives, and numbers (e.g., highest, deepest, located in…). - **Intermediate**: Break down complex sentences into simple ones while keeping meaning intact. - **Advanced**: Evaluate how sentence structure builds emphasis on natural wonder features (e.g., sentence opening, passive voice, statistics). **Students' Activity**: Group analysis and sentence reconstruction. **Activity 2 – Wonder Profile Creation (10 min)** **Teacher's Activity**: Give each group a natural wonder from the text. Ask them to write one well-structured sentence about its location, importance, and feature using what they learned. **Students' Activity**: Present their sentences and explain the sentence form used.
4. Conclusion (5 min)	**Teacher's Activity**: Recap how structure helps focus on main ideas in informational texts. **Students' Activity**: Share one detail they learned and how sentence form helped highlight it.
Homework	Choose any one natural wonder from the lesson and write 3 sentences: one simple, one compound, and one complex sentence about it. Label each type.

Lesson Plan no:14

Grade: 7th
Subject: English
Unit: 2C – *Natural Wonders of the World*
Topic: Comparing Natural Wonders Through Sentence Structures
Focus: Critical Thinking – Comparative Analysis through Sentence Form
Time Duration: 40 minutes

Lesson Components	Activities
Learning Objectives	1. Identify sentence patterns used to compare features of different natural wonders. 2. Construct comparative sentences to analyze similarities and differences.
1. Testing Previous Knowledge (5 min)	**Teacher's Activity**: Ask: "Which is taller: Mount Everest or K2? Which has more visitors: Niagara Falls or the Grand Canyon?" **Students' Activity**: Share comparisons from their knowledge.
2. Introduction (5 min)	**Teacher's Activity**: Read two short texts about different natural wonders. Ask: "How does the writer compare them?" Highlight the use of *more than, as...as, while, however*. **Students' Activity**: Listen and underline comparison words.
3. Main Body (25 min)	**Activity 1 – Personalized Comparison Sentence Construction (15 min)** **Teacher's Activity**: Divide by ability: - **Beginner**: Complete scaffolded sentences (e.g., *The Grand Canyon is deeper than ____.*) - **Intermediate**: Create compound comparison sentences from notes. - **Advanced**: Analyze paragraph pairs and rewrite with formal comparative transitions (e.g., *Whereas, in contrast*). **Students' Activity**: Construct and evaluate comparisons collaboratively. **Activity 2 – Wonder Debate Statements (10 min)** **Teacher's Activity**: Assign each group a pair of wonders. Ask them to write and present a 2–3 sentence structured argument comparing them. **Students' Activity**: Prepare and share statements showing sentence variety and logical contrast.
4. Conclusion (5 min)	**Teacher's Activity**: Reinforce how comparisons help readers evaluate complex information. **Students' Activity**: Share one strong comparative sentence they created.
Homework	Write 3 comparative sentences between any two natural wonders. Use at least one complex and one compound sentence. Underline comparison words.

Lesson Plan no:15

Grade: 7th
Subject: English
Unit: 2C – *Natural Wonders of the World*
Topic: Exploring Cause and Effect in Natural Phenomena
Focus: Critical Thinking – Identifying and Explaining Cause-Effect Sentence Structures
Time Duration: 40 minutes
CBL Strategy Focus: *Mastery-Based Assessment*

Lesson Components	Activities
Learning Objectives	1. Identify cause-effect relationships in sentences about natural wonders. 2. Explain how natural features are described using logical sentence structures.
1. Testing Previous Knowledge (5 min)	**Teacher's Activity**: Ask: "Why do caves form in mountains? Why do waterfalls attract tourists?" **Students' Activity**: Share basic cause-effect examples.
2. Introduction (5 min)	**Teacher's Activity**: Read 2–3 cause-effect sentences from the passage. Highlight connectors: *because, as a result, due to, therefore*. **Students' Activity**: Listen and mark the causal connectors.
3. Main Body (25 min)	**Activity 1 – Mastery Check: Cause-Effect Sorting (15 min)** **Teacher's Activity**: Prepare tiered mini-tasks for three skills levels: - **Beginner**: Match causes and effects using sentence halves. - **Intermediate**: Identify cause and effect in full sentences. - **Advanced**: Rewrite cause-effect sentences to improve clarity or change order (effect → cause). **Students' Activity**: Complete their level-based task independently. Teacher checks understanding before allowing next level. **Activity 2 – Causal Sentence Construction (10 min)** **Teacher's Activity**: Provide one real-world example from the text. Ask each student to construct a new sentence explaining another phenomenon using a different causal connector. **Students' Activity**: Write their own sentence and peer-review for accuracy.
4. Conclusion (5 min)	**Teacher's Activity**: Review key cause-effect connectors and sentence patterns. **Students' Activity**: Share one strong sentence they wrote and explain the relationship.
Homework	Create a short paragraph (4–5 lines) explaining a natural phenomenon using two different cause-effect sentences. Underline the connectors.

Lesson Plan no: 16

Grade: 7th
Subject: English
Unit: 2D – *Reading for Specific Purposes*
Topic: Identifying Purpose and Focus in Informational Sentences
Focus: Critical Thinking – Analyzing Sentence Function Based on Reading Purpose
Time Duration: 40 minutes
CBL Strategy Focus: *Personalized Learning Tasks*

Lesson Components	Activities
Learning Objectives	1. Identify different purposes behind sentences in a reading passage. 2. Analyze how sentence type (informative, persuasive, instructive) supports specific reading goals.
1. Testing Previous Knowledge (5 min)	**Teacher's Activity**: Ask: "Why do we read different texts? Do we read stories the same way we read instructions or facts?" **Students' Activity**: Share personal experiences (e.g., reading recipes vs. reading stories).
2. Introduction (5 min)	**Teacher's Activity**: Introduce sentence purposes: *to inform*, *to instruct*, *to persuade*. Use examples from the passage (e.g., "A map shows the way" = informative). **Students' Activity**: Match example sentences to their purpose.
3. Main Body (25 min)	**Activity 1 – Purpose Sorting by Proficiency (15 min)** **Teacher's Activity**: Provide level-based sentence strips: - **Beginner**: Identify informative vs. instructive sentences using symbols (🌸 for info, 📋 for instructions). - **Intermediate**: Match sentences to short purpose blurbs (e.g., "This sentence tells you how to do something"). - **Advanced**: Evaluate tone and verb use to classify sentence purpose and audience. **Students' Activity**: Sort and justify categorization with peer support. **Activity 2 – Sentence Creator (10 min)** **Teacher's Activity**: Give each student a real-life topic (e.g., How to save water, why to visit a library). Ask them to write three sentences — one for each purpose. **Students' Activity**: Compose and share sentences; peers try to guess the purpose.
4. Conclusion (5 min)	**Teacher's Activity**: Recap why understanding sentence purpose is useful in focused reading. **Students' Activity**: Share one thing they learned about writing or reading with purpose.
Homework	Read a short passage from any textbook or article. Identify and label three sentences: informative, instructive, persuasive. Explain how you identified them.

Lesson Plan no: 17

Grade: 7th
Subject: English
Unit: 2D – *Reading for Specific Purposes*
Topic: Evaluating Relevant and Irrelevant Details in Sentences
Focus: Critical Thinking – Analyzing Sentence Relevance and Coherence
Time Duration: 40 minutes
CBL Strategy Focus: *Active Learning Strategy*

Lesson Components	Activities
Learning Objectives	1. Distinguish between relevant and irrelevant details in a paragraph. 2. Evaluate sentence coherence based on topic focus and purpose.
1. Testing Previous Knowledge (5 min)	**Teacher's Activity**: Ask: "If you're writing about how to plant a tree, would it be relevant to talk about your favorite food?" **Students' Activity**: Respond with examples of off-topic or on-topic ideas.
2. Introduction (5 min)	**Teacher's Activity**: Read a short paragraph that includes both relevant and irrelevant sentences. Ask students to identify what fits and what doesn't. **Students' Activity**: Listen and point out mismatched details.
3. Main Body (25 min)	**Activity 1 – Collaborative Sentence Sort (15 min)** **Teacher's Activity**: Provide mixed sentences (some aligned with the topic and some off-topic) printed on cards. Students work in groups to sort them under headings: *Relevant*, *Irrelevant*. **Students' Activity**: Work collaboratively to justify their choices with reasons related to the topic. **Activity 2 – Sentence Editing Circle (10 min)** **Teacher's Activity**: Provide a short paragraph (3–4 sentences) with one irrelevant sentence. Each group revises the paragraph by removing or replacing the off-topic line. **Students' Activity**: Rewrite the improved version and explain their decision.
4. Conclusion (5 min)	**Teacher's Activity**: Review why focusing only on relevant sentences improves clarity and purpose. **Students' Activity**: Share one paragraph they improved by removing irrelevant content.
Homework	Write a paragraph on any one of the following: *How to Save Water* or *How to Improve Reading Skills*. Include one off-topic sentence intentionally. Underline it. Bring to class for peer review.

Lesson Plan no: 18

Grade: 7th
Subject: English
Unit: 2C – *Natural Wonders of the World*
Topic: Evaluating Sentence Clarity and Word Choice in Informational Text
Focus: Critical Thinking – Sentence Precision and Vocabulary Effect
Time Duration: 40 minutes
CBL Strategy Focus: *Personalized Learning Tasks*

Lesson Components	Activities
Learning Objectives	1. Identify precise vocabulary and sentence structure in informative writing. 2. Evaluate how word choice affects clarity and reader understanding.
1. Testing Previous Knowledge (5 min)	**Teacher's Activity**: Ask: "What makes a sentence clear or confusing? Can two different words change the message of the same sentence?" **Students' Activity**: Share examples of vague vs. clear statements.
2. Introduction (5 min)	**Teacher's Activity**: Present two versions of a sentence from the textbook: one with vague wording and one with precise vocabulary. Ask: "Which one gives a clearer picture?" **Students' Activity**: Compare and explain.
3. Main Body (25 min)	**Activity 1 – Sentence Improvement by Level (15 min)** **Teacher's Activity**: Distribute level-specific tasks: - **Beginner**: Choose better words from options to replace vague ones in a sentence. - **Intermediate**: Rewrite unclear sentences using vocabulary from the textbook. - **Advanced**: Revise an entire paragraph to enhance sentence clarity using advanced connectors and modifiers. **Students' Activity**: Work individually or in pairs, then present results. **Activity 2 – Vocabulary Swap Challenge (10 min)** **Teacher's Activity**: Give students 3 descriptive but imprecise sentences. Ask them to replace words to make the sentence more precise and effectful. **Students' Activity**: Share before-and-after versions.
4. Conclusion (5 min)	**Teacher's Activity**: Recap how strong vocabulary and sentence clarity enhance comprehension in nonfiction. **Students' Activity**: Share their favorite upgraded sentence.
Homework	Rewrite any paragraph from the Natural Wonders section using clearer and stronger vocabulary. Bring both original and edited versions to class.

Lesson Plan no: 19

Grade: 7th
Subject: English
Unit: 2D – *Reading for Specific Purposes*
Topic: Analyzing Text Organization and Paragraph Structure
Focus: Critical Thinking – Evaluating How Sentences Are Structured Within Paragraphs
Time Duration: 40 minutes
CBL Strategy Focus: *Active Learning Strategy*

Lesson Components	Activities
Learning Objectives	1. Analyze how sentences are organized in a paragraph. 2. Evaluate how sentence order effects clarity, purpose, and focus.
1. Testing Previous Knowledge (5 min)	**Teacher's Activity**: Ask: "What usually comes first in a paragraph — the main idea or extra details?" **Students' Activity**: Share what they know about topic sentences and supporting details.
2. Introduction (5 min)	**Teacher's Activity**: Show a mixed-up paragraph from the unit. Ask: "Can you tell what the paragraph is about?" **Students' Activity**: Struggle to understand until structure is discussed.
3. Main Body (25 min)	**Activity 1 – Paragraph Reconstruction (15 min)** **Teacher's Activity**: Divide students into groups and provide jumbled sentences from a paragraph in *Unit 2D*. Ask groups to rearrange them into logical order. **Students' Activity**: Discuss topic sentence, transitions, and logical flow. Present completed paragraphs with justification. **Activity 2 – Headline Writing Challenge (10 min)** **Teacher's Activity**: After reconstructing the paragraph, ask students to write a one-line "headline" that represents the paragraph's main idea. **Students' Activity**: Share headlines aloud and discuss how paragraph structure supports the main idea.
4. Conclusion (5 min)	**Teacher's Activity**: Recap why sentence order matters in paragraph writing. **Students' Activity**: Share one thing they learned about sentence flow.
Homework	Choose any paragraph from the unit and write its sentence numbers in order. Label each sentence as: *Main Idea*, *Detail*, or *Conclusion*.

Lesson Plan no: 20

Grade: 7th
Subject: English
Unit: 2D – *Reading for Specific Purposes*
Topic: Distinguishing Facts and Opinions in Informational Sentences
Focus: Critical Thinking – Evaluating the Nature and Purpose of Sentences
Time Duration: 40 minutes
CBL Strategy Focus: *Mastery-Based Assessment*

Lesson Components	Activities
Learning Objectives	1. Differentiate between factual and opinion-based statements in a passage. 2. Justify classifications using sentence evidence and structure.
1. Testing Previous Knowledge (5 min)	**Teacher's Activity**: Ask: "Is this a fact or an opinion — 'Mount Everest is the tallest mountain' vs. 'Mount Everest is the most exciting place on Earth'?" **Students' Activity**: Give examples of both types.
2. Introduction (5 min)	**Teacher's Activity**: Present two sentences from the unit — one factual, one opinion-based. Ask: "What clues helped you decide which is which?" **Students' Activity**: Identify key signal words (e.g., *best*, *largest*, *I believe*).
3. Main Body (25 min)	**Activity 1 – Fact or Opinion Mastery Task (15 min)** **Teacher's Activity**: Distribute level-based tasks: - **Beginner**: Identify whether highlighted sentences are fact or opinion using color-coding. - **Intermediate**: Sort 6 mixed sentences into a T-chart: *Facts* vs. *Opinions*. - **Advanced**: Justify classifications and rewrite 2 opinion sentences to turn them into factual ones using evidence. **Students' Activity**: Work independently; teacher checks for mastery before students move up a task. **Activity 2 – Sentence Justification (10 min)** **Teacher's Activity**: Ask students to choose one sentence from the unit and explain why it is a fact or opinion. **Students' Activity**: Present responses and reasoning in pairs.
4. Conclusion (5 min)	**Teacher's Activity**: Review how understanding facts and opinions helps build strong reading and writing skills. **Students' Activity**: Reflect on one opinion that was confusing and how they clarified it.
Homework	Find 3 factual and 3 opinion sentences from any two passages in Unit 2. Write each and explain how you identified it.

Lesson Plan no: 21

Grade: 7th
Subject: English
Unit: 2D – *Reading for Specific Purposes*
Topic: Drawing Conclusions and Making Inferences from Text
Focus: Critical Thinking – Interpreting Sentence Implications and Unstated Ideas
Time Duration: 40 minutes
CBL Strategy Focus: *Personalized Learning Tasks*

Lesson Components	Activities
Learning Objectives	1. Identify implied meaning within and between sentences. 2. Draw logical conclusions using evidence from the text.
1. Testing Previous Knowledge (5 min)	**Teacher's Activity**: Ask: "If someone says 'I see dark clouds,' what do you think will happen next?" **Students' Activity**: Make inferences like "It might rain."
2. Introduction (5 min)	**Teacher's Activity**: Present a sentence from the unit with no clear conclusion. Ask: "What can we guess from this sentence?" **Students' Activity**: Share possible meanings based on clues.
3. Main Body (25 min)	**Activity 1 – Inference by Group Level (15 min)** **Teacher's Activity**: Distribute level-based tasks: - **Beginner**: Match simple statements with possible conclusions. - **Intermediate**: Complete open-ended sentences using logical conclusions. - **Advanced**: Read short paragraphs and identify what is implied but not directly stated. **Students' Activity**: Work in groups to complete and present reasoning.
	Activity 2 – Sentence Expansion Task (10 min) **Teacher's Activity**: Provide a base sentence from the textbook. Ask students to add a second sentence that logically follows based on inference (e.g., "The room was silent…" → "Everyone must have been concentrating.") **Students' Activity**: Share results with justification.
4. Conclusion (5 min)	**Teacher's Activity**: Summarize how inference is used to make meaning beyond the written words. **Students' Activity**: Reflect on how they used context clues to draw conclusions.
Homework	Choose any 3 sentences from *Unit 2D*. For each, write what conclusion can be drawn from it and explain why.

Lesson Plan no: 22

Grade: 7th
Subject: English
Lesson Type: Review & Reinforcement – Whole Syllabus
Focus: Revising Sentence Structures, Analysis, and Purpose
Time Duration: 40 minutes
CBL Strategy Focus: *Active Learning + Mastery-Based Assessment*

Lesson Components	Activities
Learning Objectives	1. Review all major sentence structures (simple, compound, complex). 2. Apply analysis skills to interpret sentence functions across text types.
1. Testing Previous Knowledge (5 min)	**Teacher's Activity**: Give 3 rapid-fire examples (1 per unit) and ask: "What kind of sentence is this?" **Students' Activity**: Respond with sentence type and purpose.
2. Introduction (5 min)	**Teacher's Activity**: Briefly outline what students will review (sentence structure, tone, comparisons, relevance, cause-effect, inference). **Students' Activity**: Listen and recall past topics.
3. Main Body (25 min)	**Activity 1 – Review Circle (15 min)** **Teacher's Activity**: Divide students into 3 mixed-ability groups. Assign one unit to each. They must: - Identify 2 key sentences from the unit - Label their type - Explain purpose and effect **Students' Activity**: Collaborate and present to class. **Activity 2 – Mastery Quiz Round (10 min)** **Teacher's Activity**: Give 5 mixed sentence-based questions from across the syllabus. Focus on analysis of structure, meaning, and function. **Students' Activity**: Answer individually. Peer-checked and discussed.
4. Conclusion (5 min)	**Teacher's Activity**: Summarize major sentence forms and functions. Clarify any confusion seen in quiz. **Students' Activity**: Ask clarification questions.
Homework	Choose any one unit. Write one paragraph that includes all 3 sentence types. Underline and label them.

Lesson Plan no: 23

Grade: 7th
Subject: English
Lesson Type: **Final Reinforcement – Whole Syllabus**
Focus: Paragraph Analysis, Sentence Construction, and Inference
Time Duration: 40 minutes
CBL Strategy Focus: *Personalized Learning Tasks*

Lesson Components	Activities
Learning Objectives	1. Practice interpreting paragraphs with mixed sentence types. 2. Draw inferences and apply sentence construction skills.
1. Testing Previous Knowledge (5 min)	**Teacher's Activity**: Ask: "What sentence clue tells you something is being compared? What word tells you it's a command?" **Students' Activity**: Answer with examples.
2. Introduction (5 min)	**Teacher's Activity**: Remind students of the upcoming test and today's goal: full-paragraph analysis and inference from text. **Students' Activity**: Prepare to analyze as a review.
3. Main Body (25 min)	**Activity 1 – Personalized Paragraph Task (15 min)** **Teacher's Activity**: Distribute 3 different level-based paragraphs: - **Beginner**: Identify sentence types and tone - **Intermediate**: Highlight sentence patterns and explain meaning - **Advanced**: Infer writer's purpose and rewrite using stronger structure **Students' Activity**: Complete task and peer-review. **Activity 2 – Sentence Shuffle (10 min)** **Teacher's Activity**: Provide sentences from different topics out of order. Ask students to reorder them to create a logical and structured paragraph. **Students' Activity**: Share versions and justify flow.
4. Conclusion (5 min)	**Teacher's Activity**: Review structure, function, tone, and organization one last time before test. **Students' Activity**: Reflect on what they still need to review.
Homework	Study final notes and review your best 3 lesson tasks. Be ready for the posttest.

7.2   Appendix-B Lesson Plans for Control Group (Traditional approach)

Lesson Plan no: 1

Grade: 7th
Subject: English
Unit: 1 – *The Last Sermon of Hazrat Muhammad (PBUH)*
Focus: Writing Skills – Sentence Analysis
Time Duration: 40 minutes

Lesson Components	Activities
Learning Objectives	1. Recognize simple sentence structures in the given passage. 2. Understand how sentence length affects clarity.
1. Testing Previous Knowledge (5 minutes)	**Teacher's Activity**: Ask: "What is a sentence? What makes a sentence 'simple'?" **Students' Activity**: Recall definitions and give examples.
2. Introduction (5 minutes)	**Teacher's Activity**: Lecture on subject-verb structure, use of full stops, and clarity in expression using examples from *The Last Sermon.* **Students' Activity**: Listen and take notes.
3. Main Body (25 minutes)	**Teacher's Explanation (15 min)** **Teacher's Activity**: Write examples of simple sentences on the board and explain their formation. **Students' Activity**: Observe and copy notes. **Practice Exercise (10 min)** **Teacher's Activity**: Distribute a worksheet with 5 simple sentences for labeling subject and predicate. **Students' Activity**: Complete the worksheet individually.
4. Conclusion (5 minutes)	**Teacher's Activity**: Summarize the structure and importance of simple sentences. **Students' Activity**: Respond to a quick oral question (e.g., identify sentence type).
Homework	Write 3 simple sentences based on the main ideas from *The Last Sermon*. Label the subject and verb in each.

Lesson Plan no: 2

Grade: 7th
Subject: English
Unit: 1 – *The Last Sermon of Hazrat Muhammad (PBUH)*
Topic: Understanding Compound Sentences in Religious Discourse
Focus: Writing Skills – Sentence Analysis (Compound Sentences)
Time Duration: 40 minutes

Lesson Components	Activities
Learning Objectives	1. Recognize compound sentence structures in the passage. 2. Identify how coordinating conjunctions join ideas in writing.
1. Testing Previous Knowledge (5 min)	**Teacher's Activity**: Ask students to recall the three main types of sentences. Write one simple and one compound sentence on the board. Ask them to identify the difference. **Students' Activity**: Listen and respond.
2. Introduction (5 min)	**Teacher's Activity**: Explain what compound sentences are using notes and board examples. "Notice how two independent ideas are joined with 'and,' 'but,' etc." **Students' Activity**: Copy down notes and ask questions.
3. Main Body (25 min)	**Teacher's Explanation (15 min)** **Teacher's Activity**: Go through compound sentences from the sermon text, write examples on the board, and highlight the conjunctions. **Students' Activity**: Follow along and note explanations. **Practice Exercise (10 min)** **Teacher's Activity**: Provide a worksheet with sentences. Ask students to label conjunctions and identify sentence type. **Students' Activity**: Complete the exercise individually, then review as a class.
4. Conclusion (5 min)	**Teacher's Activity**: Recap the rules of compound sentence structure and their importance. **Students' Activity**: Answer one question: "Which conjunctions are used in compound sentences?"
Homework	Pick any 5 sentences from *The Last Sermon* and identify if they are compound. Circle the conjunction in each.

Lesson Plan no: 3

Grade: 7th
Subject: English
Unit: 1 – *The Last Sermon of Hazrat Muhammad (PBUH)*
Topic: Identifying and Understanding Complex Sentences
Focus: Writing Skills – Sentence Analysis (Complex Sentences)
Time Duration: 40 minutes

Lesson Components	Activities
Learning Objectives	1. Define complex sentences and identify their structure. 2. Understand the function of subordinating conjunctions.
1. Testing Previous Knowledge (5 min)	**Teacher's Activity**: Ask: "What is the difference between an independent and dependent clause?" Provide example: *Although I was tired, I studied the sermon.* **Students' Activity**: Respond with prior knowledge.
2. Introduction (5 min)	**Teacher's Activity**: Explain structure and function of complex sentences using board examples. Highlight common subordinating conjunctions. **Students' Activity**: Listen and write notes.
3. Main Body (25 min)	**Teacher's Explanation (15 min)** **Teacher's Activity**: Go through sermon examples containing complex structures. Break them down clause-by-clause on the board. **Students' Activity**: Follow the breakdown in their notebooks.
	Practice Exercise (10 min) **Teacher's Activity**: Distribute worksheet: Identify the subordinating conjunctions and separate main from subordinate clauses. **Students' Activity**: Complete individually; answers discussed as a class.
4. Conclusion (5 min)	**Teacher's Activity**: Recap the use and effect of complex sentences. Emphasize that they add depth to written ideas. **Students' Activity**: Volunteer one complex sentence they liked from the text.
Homework	Write three complex sentences about the life of the Prophet (PBUH) using "because," "although," or "since." Underline the dependent clause in each.

Lesson Plan no: 4

Grade: 7th
Subject: English
Unit: 1 – *The Last Sermon of Hazrat Muhammad (PBUH)*
Topic: Understanding Moral Teachings from the Sermon
Focus: Sentence-Level Understanding and Moral Message
Time Duration: 40 minutes

Lesson Components	Activities
Learning Objectives	1. Identify the moral messages in the sermon. 2. Understand how sentence tone emphasizes ethical values.
1. Testing Previous Knowledge (5 min)	**Teacher's Activity**: Ask: "What is one moral lesson from the sermon that impressed you?" **Students' Activity**: Respond orally.
2. Introduction (5 min)	**Teacher's Activity**: Read out a key sentence like "All humans are equal," and explain how such short sentences convey powerful moral messages. **Students' Activity**: Listen and reflect.
3. Main Body (25 min)	**Teacher's Explanation (15 min)** **Teacher's Activity**: Discuss selected moral teachings. Write example sentences on the board. Analyze sentence length and effect. **Students' Activity**: Copy notes and answer clarifying questions. **Practice Exercise (10 min)** **Teacher's Activity**: Provide worksheet with 5 sermon sentences. Ask students to underline moral keywords and identify sentence type. **Students' Activity**: Work individually; review answers together.
4. Conclusion (5 min)	**Teacher's Activity**: Reinforce the link between sentence clarity and moral strength. **Students' Activity**: Reflect on one moral sentence and what made it powerful.
Homework	Write two short moral sentences using values from the sermon. Identify whether they are simple or compound.

Lesson Plan no: 5

Grade: 7th
Subject: English
Unit: 1 – *The Last Sermon of Hazrat Muhammad (PBUH)*
Topic: Understanding the Concept of Equality in the Sermon
Focus: Identifying Structure and Thematic Meaning
Time Duration: 40 minutes

Lesson Components	Activities
Learning Objectives	1. Understand the meaning of equality as described in the sermon. 2. Identify sentence forms that convey moral values.
1. Testing Previous Knowledge (5 min)	**Teacher's Activity**: Ask students to recall a moment from the sermon that reflects the idea of equality. **Students' Activity**: Share ideas.
2. Introduction (5 min)	**Teacher's Activity**: Provide an explanation of repetition and parallelism in speeches using examples from the sermon. **Students' Activity**: Note how repeated phrases build emphasis.
3. Main Body (25 min)	**Teacher's Explanation (15 min)** **Teacher's Activity**: Write sermon examples on the board and highlight repeated structures that convey equality. **Students' Activity**: Copy and underline key phrases. **Practice Exercise (10 min)** **Teacher's Activity**: Provide sentences from the text. Students must identify repetition and classify sentence structure. **Students' Activity**: Complete the worksheet individually.
4. Conclusion (5 min)	**Teacher's Activity**: Emphasize how sentence design contributes to delivering strong social values. **Students' Activity**: Reflect on one sentence that stood out.
Homework	Find two more statements in *The Last Sermon* that promote equality. Identify their sentence structure (simple, compound, or complex).

Lesson Plan no: 6

Grade: 7th
Subject: English
Unit: 1 – *The Last Sermon of Hazrat Muhammad (PBUH)*
Topic: Understanding the Purpose and Sentence Types in the Sermon
Focus: Sentence-Level Purpose in Moral Discourse
Time Duration: 40 minutes

Lesson Components	Activities
Learning Objectives	1. Identify imperative and declarative sentence types. 2. Recognize how they reflect the sermon's message and intent.
1. Testing Previous Knowledge (5 min)	**Teacher's Activity**: Ask students to give examples of a command and a statement. **Students' Activity**: Respond with simple examples.
2. Introduction (5 min)	**Teacher's Activity**: Explain the difference between declarative and imperative sentences. Provide definitions and examples from the sermon. **Students' Activity**: Take notes and classify given sentences.
3. Main Body (25 min)	**Teacher's Explanation (15 min)** **Teacher's Activity**: Present a paragraph from the sermon. Underline imperative and declarative sentences on the board. **Students' Activity**: Copy and label the sentences in their notebooks.
	Practice Exercise (10 min) **Teacher's Activity**: Provide a worksheet with sermon excerpts. Ask students to identify the sentence type and state its function. **Students' Activity**: Complete individually and review as a class.
4. Conclusion (5 min)	**Teacher's Activity**: Recap the role of commands and statements in instructional texts like speeches. **Students' Activity**: Give one example of each from the sermon.
Homework	Find two imperative and two declarative sentences from *The Last Sermon.* Identify their purpose in the message of the sermon.

Lesson Plan no: 7

Grade: 7th
Subject: English
Unit: 2A – *Visit to Khewra Mines – A Salt Wonder for Tourists*
Topic: Understanding Descriptive Sentences in Informational Text
Focus: Sentence Recognition and Vocabulary Identification
Time Duration: 40 minutes

Lesson Components	Activities
Learning Objectives	1. Recognize descriptive elements in sentences. 2. Understand how adjectives and sentence length build visual understanding.
1. Testing Previous Knowledge (5 min)	**Teacher's Activity**: Ask: "What words do we use to describe places?" **Students' Activity**: Respond with examples (e.g., big, beautiful, salty).
2. Introduction (5 min)	**Teacher's Activity**: Read part of the Khewra text and underline adjectives and factual phrases. **Students' Activity**: Copy the underlined parts into their notebooks.
3. Main Body (25 min)	**Teacher's Explanation (15 min)** **Teacher's Activity**: Explain how description is formed with adjectives, prepositions, and factual sequencing. Use 2–3 examples from the text. **Students' Activity**: Take notes and ask for clarification. **Practice Exercise (10 min)** **Teacher's Activity**: Provide worksheet: Identify adjectives, prepositional phrases, and number-based facts in selected sentences. **Students' Activity**: Complete and review as a class.
4. Conclusion (5 min)	**Teacher's Activity**: Recap how sentence components help describe a place clearly. **Students' Activity**: Write one descriptive sentence about Khewra in their notebooks.
Homework	Write three descriptive sentences about Khewra using at least two adjectives in each. Underline the descriptive parts.

Lesson Plan no: 8

Grade: 7th
Subject: English
Unit: 2A – *Visit to Khewra Mines – A Salt Wonder for Tourists*
Topic: Understanding Logical Sequence in Informational Text
Focus: Sentence Order and Transitional Words
Time Duration: 40 minutes

Lesson Components	Activities
Learning Objectives	1. Identify transitional and sequence words. 2. Recognize the logical order of sentences in a paragraph.
1. Testing Previous Knowledge (5 min)	**Teacher's Activity**: Ask: "How do you explain a step-by-step process like brushing your teeth or packing your bag?" **Students' Activity**: Respond with steps using "first," "then," etc.
2. Introduction (5 min)	**Teacher's Activity**: Explain the role of sequence words in building clear sentence flow. Give examples from the Khewra text like "After reaching the entrance…" **Students' Activity**: Note down sequence examples.
3. Main Body (25 min)	**Teacher's Explanation (15 min)** **Teacher's Activity**: Provide example paragraph and go over sentence order and transitional phrases. **Students' Activity**: Copy and highlight transition words. **Practice Exercise (10 min)** **Teacher's Activity**: Distribute a worksheet with out-of-order sentences from a paragraph in the text. Ask students to rearrange the sentences logically. **Students' Activity**: Work individually; answers checked together.
4. Conclusion (5 min)	**Teacher's Activity**: Recap how transitions help readers follow ideas in writing. **Students' Activity**: Give one sentence that uses a transition word.
Homework	Write a short paragraph about a class trip using the words: "first," "then," "after that," and "finally." Underline the sequence words.

Lesson Plan no: 9

Grade: 7th
Subject: English
Unit: 2A – *Visit to Khewra Mines – A Salt Wonder for Tourists*
Topic: Understanding Comparison and Contrast Sentences
Focus: Sentence Recognition and Structure Awareness
Time Duration: 40 minutes

Lesson Components	Activities
Learning Objectives	1. Recognize comparison and contrast phrases in sentences. 2. Understand their function in conveying differences and similarities.
1. Testing Previous Knowledge (5 min)	**Teacher's Activity**: Ask: "What are some words we use to compare things?" **Students' Activity**: Answer with basic vocabulary like *bigger, better, unlike.*
2. Introduction (5 min)	**Teacher's Activity**: Write three sentences from the Khewra passage and underline comparative phrases. Explain how they show differences. **Students' Activity**: Copy and label each as comparison or contrast.
3. Main Body (25 min)	**Teacher's Explanation (15 min)** **Teacher's Activity**: Teach how to identify comparison words and structures like "as...as," "more than," "different from," etc. **Students' Activity**: Take notes and answer teacher's questions.
	Practice Exercise (10 min) **Teacher's Activity**: Distribute worksheet with sentences from the passage. Ask students to underline comparison words and label the sentences as comparative or contrastive. **Students' Activity**: Complete and then review answers as a class.
4. Conclusion (5 min)	**Teacher's Activity**: Recap the importance of comparison for informational clarity. **Students' Activity**: Share one sentence from the worksheet aloud.
Homework	Write three sentences comparing two features of Khewra Mines using comparison words taught in class. Underline those words.

Lesson Plan no: 10

Grade: 7th
Subject: English
Unit: 2A – *Visit to Khewra Mines – A Salt Wonder for Tourists*
Topic: Understanding Cause and Effect Sentences in Informational Text
Focus: Sentence Structure Recognition and Understanding
Time Duration: 40 minutes

Lesson Components	Activities
Learning Objectives	1. Recognize cause-and-effect linking words. 2. Understand how cause leads to effect in a sentence.
1. Testing Previous Knowledge (5 min)	**Teacher's Activity**: Ask: "What happens when you forget your umbrella and it rains?" **Students' Activity**: Answer with cause-effect examples.
2. Introduction (5 min)	**Teacher's Activity**: Explain common cause-effect words: because, so, therefore, as a result. Write examples from the passage on the board. **Students' Activity**: Copy and identify these words in their notebooks.
3. Main Body (25 min)	**Teacher's Explanation (15 min)** **Teacher's Activity**: Go through 3–4 sentences from the passage. Point out cause-effect structure. Ask: "What caused this?" **Students' Activity**: Follow along and answer questions.
	Practice Exercise (10 min) **Teacher's Activity**: Distribute a worksheet with sentence pairs. Students must underline the cause and circle the effect. **Students' Activity**: Complete and review answers with teacher.
4. Conclusion (5 min)	**Teacher's Activity**: Reinforce how cause-and-effect improves understanding of how things happen. **Students' Activity**: Share one sentence that clearly shows cause and effect.
Homework	Write two sentences from the passage showing a cause-and-effect relationship. Identify the connector and label the cause and the effect.

Lesson Plan no: 11

Grade: 7th
Subject: English
Unit: 2B – *Poem: People Are Made of Places*
Topic: Understanding Imagery and Theme in Poetry
Focus: Sentence Meaning and Figurative Language
Time Duration: 40 minutes

Lesson Components	Activities
Learning Objectives	1. Recognize imagery and figurative language in the poem. 2. Understand how the theme is expressed through poetic language.
1. Testing Previous Knowledge (5 min)	**Teacher's Activity**: Ask students to name a place that is important to them. "How would you describe it in one sentence?" **Students' Activity**: Share place-based memories.
2. Introduction (5 min)	**Teacher's Activity**: Read the first stanza aloud. Explain the concept of imagery and how poets describe places using senses. **Students' Activity**: Listen and underline descriptive words.
3. Main Body (25 min)	**Teacher's Explanation (15 min)** **Teacher's Activity**: Break down stanzas into lines and explain poetic devices (simile, metaphor, imagery). Discuss meaning line by line. **Students' Activity**: Take notes, ask questions. **Practice Exercise (10 min)** **Teacher's Activity**: Provide a worksheet: Match poetic lines to the emotions they convey. Identify imagery and label it (e.g., sight, touch). **Students' Activity**: Complete worksheet and review answers.
4. Conclusion (5 min)	**Teacher's Activity**: Recap how poetry uses place-based imagery to build theme. **Students' Activity**: Share one poetic line and explain its meaning.
Homework	Write a short paragraph describing your hometown using at least 3 sensory details (sight, sound, smell). Underline the sensory language used.

Lesson Plan no: 12

Grade: 7th
Subject: English
Unit: 2B – *Poem: People Are Made of Places*
Topic: Understanding Tone and Poet's Attitude
Focus: Interpreting Mood Through Traditional Questioning
Time Duration: 40 minutes

Lesson Components	Activities
Learning Objectives	1. Recognize tone and mood in poetry. 2. Understand how sentence types reflect feelings and ideas.
1. Testing Previous Knowledge (5 min)	**Teacher's Activity**: Ask: "Have you ever written something that sounded sad or happy? How did your word and sentence choices help show that?" **Students' Activity**: Share responses orally.
2. Introduction (5 min)	**Teacher's Activity**: Read a stanza with emotional depth. Ask: "What do you feel when you hear this line? Is it serious, joyful, or calm?" **Students' Activity**: Discuss answers.
3. Main Body (25 min)	**Teacher's Explanation (15 min)** **Teacher's Activity**: Explain tone types (reflective, nostalgic, hopeful). Show sentence examples from the poem and write them on the board. Analyze word choice and punctuation. **Students' Activity**: Copy notes and answer verbal questions. **Task-Based Exercise (10 min)** **Teacher's Activity**: Write 4 questions from the **end-of-chapter exercise** on the board related to tone and theme. Students will answer them orally and in their notebooks. **Students' Activity**: Respond individually and write answers.
4. Conclusion (5 min)	**Teacher's Activity**: Recap how the poet expresses feelings through specific sentence and word choices. **Students' Activity**: Share one line from the poem and describe its tone.
Homework	Answer remaining end-of-chapter comprehension questions related to tone and imagery in your notebooks. Bring them to class for checking.

Lesson Plan no: 13

Grade: 7th
Subject: English
Unit: 2C – *Natural Wonders of the World*
Topic: Identifying Key Information in Informational Text
Focus: Sentence Understanding and Feature Recognition
Time Duration: 40 minutes

Lesson Components	Activities
Learning Objectives	1. Understand the main features of each natural wonder. 2. Identify how sentence content provides factual detail.
1. Testing Previous Knowledge (5 min)	**Teacher's Activity**: Ask: "What is a 'natural wonder'? Can you name one?" **Students' Activity**: Respond orally.
2. Introduction (5 min)	**Teacher's Activity**: Read a paragraph aloud and ask: "Which sentence gives us the most important fact?" Write that sentence on the board. **Students' Activity**: Identify keywords.
3. Main Body (25 min)	**Teacher's Explanation (15 min)** **Teacher's Activity**: Go through 2–3 paragraphs from the textbook. Break down sentences into subject, verb, and object, focusing on main ideas like *"Mount Everest is the highest mountain in the world."* **Students' Activity**: Copy and underline key details in their books. **Board Task (10 min)** **Teacher's Activity**: Write 3 sentences on the board. Ask students to come up and highlight the subject, feature described, and extra detail. **Students' Activity**: Participate in board activity and copy corrected versions.
4. Conclusion (5 min)	**Teacher's Activity**: Review the importance of how facts are structured in sentences. **Students' Activity**: Share one fact about a natural wonder they found interesting.
Homework	Attempt **Question 1 and 2** from the **end-of-chapter exercise**. Bring completed answers for review.

Lesson Plan no: 14

Grade: 7th
Subject: English
Unit: 2C – *Natural Wonders of the World*
Topic: Comparison of Features in Informational Text
Focus: Identifying Comparison Structures in Sentences
Time Duration: 40 minutes

Lesson Components	Activities
Learning Objectives	1. Recognize comparative structures in informational sentences. 2. Understand how natural wonders are compared in descriptive writing.
1. Testing Previous Knowledge (5 min)	**Teacher's Activity**: Ask: "Which do you think is more famous: Niagara Falls or the Great Barrier Reef? Why?" **Students' Activity**: Respond orally.
2. Introduction (5 min)	**Teacher's Activity**: Write two comparison sentences from the passage on the board. Underline words like *taller*, *more famous than*, *in contrast to*. **Students' Activity**: Copy and label each word.
3. Main Body (25 min)	**Teacher's Explanation (15 min)** **Teacher's Activity**: Go through textbook paragraph comparing two wonders. Break down sentence structure, explain meaning and how comparison is made. **Students' Activity**: Follow along and take notes. **Task on Board (10 min)** **Teacher's Activity**: Write four mixed sentences (some comparisons, some descriptions). Ask students to identify and underline comparative parts. **Students' Activity**: Copy sentences and underline as instructed.
4. Conclusion (5 min)	**Teacher's Activity**: Emphasize how comparison helps convey differences between places. **Students' Activity**: Read one comparison sentence from their notebook aloud.
Homework	Answer **Q3 and Q4** from the **end-of-chapter exercise**, focusing on comparison. Bring responses for review.

Lesson Plan no: 15

Grade: 7th
Subject: English
Unit: 2C – *Natural Wonders of the World*
Topic: Understanding Cause and Effect Relationships
Focus: Identifying Logical Sentence Connections
Time Duration: 40 minutes

Lesson Components	Activities
Learning Objectives	1. Recognize cause-effect structures in informational sentences. 2. Understand how natural features are explained through logical reasoning.
1. Testing Previous Knowledge (5 min)	**Teacher's Activity**: Ask: "Why do earthquakes happen? Why do people visit glaciers?" **Students' Activity**: Share simple answers.
2. Introduction (5 min)	**Teacher's Activity**: Write 2 sentences from the passage on the board. Ask: "What happened? Why?" **Students' Activity**: Identify causes and effects orally.
3. Main Body (25 min)	**Teacher's Explanation (15 min)** **Teacher's Activity**: Go through several cause-effect sentences from the textbook. Underline phrases like *as a result*, *because of*, *therefore*. Discuss sentence construction. **Students' Activity**: Copy and highlight examples. **Board Activity (10 min)** **Teacher's Activity**: Write incomplete sentences on the board (e.g., *The glacier melted because…*). Ask students to complete them orally or in notebooks. **Students' Activity**: Write or say their completions.
4. Conclusion (5 min)	**Teacher's Activity**: Review how cause and effect add depth to explanation. **Students' Activity**: Share one sentence they completed.
Homework	Solve **Q5 and Q6** from the **end-of-chapter exercise** (related to causes of natural events). Complete in notebooks.

Lesson Plan no: 16

Grade: 7th
Subject: English
Unit: 2D – *Reading for Specific Purposes*
Topic: Understanding Purpose in Different Types of Sentences
Focus: Traditional Explanation of Sentence Function
Time Duration: 40 minutes

Lesson Components	Activities
Learning Objectives	1. Understand that sentences can have different purposes in a passage. 2. Recognize informative, instructive, and persuasive sentence types.
1. Testing Previous Knowledge (5 min)	**Teacher's Activity**: Ask: "Why do people write articles or guides? Do they want to tell us something, convince us, or teach us?" **Students' Activity**: Answer orally.
2. Introduction (5 min)	**Teacher's Activity**: Write three sentences on the board — one informative, one persuasive, one instructive. Ask students to guess their purposes. **Students' Activity**: Answer and write in notebooks.
3. Main Body (25 min)	**Teacher's Explanation (15 min)** **Teacher's Activity**: Explain how sentence structures and word choice reflect different functions. Use examples from the textbook passage. **Students' Activity**: Take notes and listen attentively. **Task from Board (10 min)** **Teacher's Activity**: Write five mixed-purpose sentences on the board. Ask students to come to the board and label the purpose. **Students' Activity**: Participate and copy answers.
4. Conclusion (5 min)	**Teacher's Activity**: Reinforce that understanding sentence purpose helps improve both reading and writing. **Students' Activity**: Reflect on which sentence purpose was hardest to identify and why.
Homework	Solve **Q1 and Q2** from the **end-of-chapter questions**. Bring completed answers for class discussion.

Lesson Plan no: 17

Grade: 7th
Subject: English
Unit: 2D – *Reading for Specific Purposes*
Topic: Identifying Relevant and Irrelevant Details in a Text
Focus: Sentence Recognition for Focus and Coherence
Time Duration: 40 minutes

Lesson Components	Activities
Learning Objectives	1. Recognize relevant and irrelevant details in a reading passage. 2. Understand how irrelevant information affects the clarity of a paragraph.
1. Testing Previous Knowledge (5 min)	**Teacher's Activity**: Ask: "If you are reading about climate change, would a sentence about birthday cakes be relevant?" **Students' Activity**: Respond orally with similar examples.
2. Introduction (5 min)	**Teacher's Activity**: Write a short paragraph on the board. Ask: "Which sentence does not fit the topic?" **Students' Activity**: Read and answer.
3. Main Body (25 min)	**Teacher's Explanation (15 min)** **Teacher's Activity**: Explain what makes a sentence relevant using examples from the textbook. Show how sentences connect to a central idea. **Students' Activity**: Copy notes and identify sentence types as the teacher explains. **Board-Based Task (10 min)** **Teacher's Activity**: Write four sentences on the board — three relevant and one off-topic. Ask students to identify the irrelevant one and explain why. **Students' Activity**: Write answers in notebooks and share reasoning.
4. Conclusion (5 min)	**Teacher's Activity**: Summarize the importance of staying focused on the topic while writing or reading. **Students' Activity**: Share their opinion on why relevance matters in writing.
Homework	From your textbook, choose any paragraph and underline one sentence you think could be removed without affecting the main idea. Write a brief reason.

Lesson Plan no: 18

Grade: 7th
Subject: English
Unit: 2C – *Natural Wonders of the World*
Topic: Understanding Clarity and Vocabulary in Informational Text
Focus: Word and Sentence Recognition
Time Duration: 40 minutes

Lesson Components	Activities
Learning Objectives	1. Recognize vocabulary that enhances sentence clarity. 2. Understand how descriptive words improve comprehension in nonfiction.
1. Testing Previous Knowledge (5 min)	**Teacher's Activity**: Ask: "Can changing one word in a sentence make its meaning clearer?" **Students' Activity**: Give examples like *good vs. excellent*.
2. Introduction (5 min)	**Teacher's Activity**: Write two sentences on the board. One has weak vocabulary; the other is more descriptive. Ask students to compare meaning. **Students' Activity**: Discuss differences.
3. Main Body (25 min)	**Teacher's Explanation (15 min)** **Teacher's Activity**: Go over key vocabulary from the passage and show how it supports clarity. Emphasize the use of adjectives, location phrases, and action verbs. **Students' Activity**: Take notes. **Task from Board (10 min)** **Teacher's Activity**: Write three vague sentences on the board. Ask students to improve them using words from the passage or textbook glossary. **Students' Activity**: Suggest alternatives orally or in notebooks.
4. Conclusion (5 min)	**Teacher's Activity**: Emphasize the importance of using precise words in writing factual content. **Students' Activity**: Share one upgraded sentence.
Homework	Write five clear and descriptive sentences about any natural place. Underline the specific vocabulary that makes them effective.

Lesson Plan no: 19

Grade: 7th
Subject: English
Unit: 2D – *Reading for Specific Purposes*
Topic: Understanding Sentence Order in Paragraphs
Focus: Recognizing Paragraph Structure
Time Duration: 40 minutes

Lesson Components	Activities
Learning Objectives	1. Recognize how topic sentences and supporting details are arranged. 2. Understand how sentence order improves paragraph meaning.
1. Testing Previous Knowledge (5 min)	**Teacher's Activity**: Ask: "What do you call the first sentence of a paragraph that tells you what it's about?" **Students' Activity**: Answer: *Topic sentence*.
2. Introduction (5 min)	**Teacher's Activity**: Write a short paragraph with jumbled sentence order on the board. Ask: "Does this make sense?" **Students' Activity**: Say what's confusing.
3. Main Body (25 min)	**Teacher's Explanation (15 min)** **Teacher's Activity**: Explain the structure of a paragraph — topic sentence, supporting details, concluding sentence. Use a paragraph from the textbook as a model. **Students' Activity**: Take notes and follow teacher's example. **Task on Board (10 min)** **Teacher's Activity**: Write 4 jumbled sentences from a textbook paragraph on the board. Ask students to come and reorder them logically. **Students' Activity**: Participate at the board and correct the sequence.
4. Conclusion (5 min)	**Teacher's Activity**: Reinforce the idea that order affects clarity and purpose in writing. **Students' Activity**: Share why the topic sentence should come first.
Homework	Read any paragraph from *Unit 2D*. Write its first and last sentence. Label which one gives the main idea and which one gives the conclusion.

Lesson Plan no: 20

Grade: 7th
Subject: English
Unit: 2D – *Reading for Specific Purposes*
Topic: Understanding Facts and Opinions in Informational Text
Focus: Sentence-Level Comprehension
Time Duration: 40 minutes

Lesson Components	Activities
Learning Objectives	1. Identify facts and opinions in informational content. 2. Understand how sentence tone and content reveal its purpose.
1. Testing Previous Knowledge (5 min)	**Teacher's Activity**: Ask: "Is this a fact or an opinion — 'The Khewra Mines are in Pakistan' vs. 'Khewra is the most interesting place ever'?" **Students' Activity**: Answer and explain.
2. Introduction (5 min)	**Teacher's Activity**: Write two sentences on the board — one fact, one opinion. Ask students to identify them and explain why. **Students' Activity**: Participate verbally.
3. Main Body (25 min)	**Teacher's Explanation (15 min)** **Teacher's Activity**: Explain differences between facts (can be proven) and opinions (personal views or beliefs). Provide textbook examples and list signal words. **Students' Activity**: Copy examples and key points. **Board-Based Task (10 min)** **Teacher's Activity**: Write 4 sentences on the board. Ask students to label each as *Fact* or *Opinion* and explain their reasoning orally. **Students' Activity**: Respond in turn and write answers in notebooks.
4. Conclusion (5 min)	**Teacher's Activity**: Summarize how recognizing fact vs. opinion helps avoid confusion in reading. **Students' Activity**: Share one opinion sentence they misunderstood and what helped clarify it.
Homework	Complete **Q3 and Q4** from the end-of-unit exercise related to fact and opinion identification. Bring for review.

Lesson Plan no: 21

Grade: 7th
Subject: English
Unit: 2D – *Reading for Specific Purposes*
Topic: Understanding Inference and Conclusion in Sentences
Focus: Sentence-Level Interpretation and Logic
Time Duration: 40 minutes

Lesson Components	Activities
Learning Objectives	1. Recognize when a sentence implies more than it states directly. 2. Practice drawing logical conclusions from text.
1. Testing Previous Knowledge (5 min)	**Teacher's Activity**: Ask: "If your friend says 'I forgot my umbrella and the sky is cloudy,' what might happen next?" **Students' Activity**: Answer: "It may rain and they'll get wet."
2. Introduction (5 min)	**Teacher's Activity**: Read a sentence from the unit and ask: "Can we guess something that's not written?" **Students' Activity**: Respond verbally.
3. Main Body (25 min)	**Teacher's Explanation (15 min)** **Teacher's Activity**: Explain what it means to "infer" and how readers do it while reading. Use examples from *Unit 2D*. Highlight key clue words. **Students' Activity**: Take notes and listen attentively. **Board Activity (10 min)** **Teacher's Activity**: Write 3 partial situations or statements from the textbook. Ask students to write or say what logically comes next. **Students' Activity**: Share inferences aloud and copy in notebooks.
4. Conclusion (5 min)	**Teacher's Activity**: Emphasize that good readers always think beyond what's written. **Students' Activity**: Share one sentence they interpreted and what they inferred.
Homework	Answer **Q5 and Q6** from the **end-of-unit exercises** based on drawing conclusions or making inferences. Write answers in your notebook.

Lesson Plan no: 22

Grade: 7th
Subject: English
Lesson Type: **Review & Reinforcement – Whole Syllabus**
Focus: Revising Sentence Forms, Writing, and Understanding
Time Duration: 40 minutes

Lesson Components	Activities
Learning Objectives	1. Review main sentence forms and how they are used in text. 2. Recall learned topics from all units before the posttest.
1. Testing Previous Knowledge (5 min)	**Teacher's Activity**: Ask: "What are the three sentence types we studied? Can you give examples?" **Students' Activity**: Answer orally.
2. Introduction (5 min)	**Teacher's Activity**: Go over key areas from the syllabus on the board: Sentence structure, purpose, tone, relevance, cause-effect. **Students' Activity**: Listen and recall examples.
3. Main Body (25 min)	**Teacher's Explanation (15 min)** **Teacher's Activity**: Read out 5 sentences from Units 1–2. Explain their type and purpose (tone, meaning, detail, comparison). Students take notes. **Board Activity (10 min)** **Teacher's Activity**: Write 3 questions on the board. Example: "Identify and label the sentence types used in this paragraph." **Students' Activity**: Solve in notebooks; answers checked as a class.
4. Conclusion (5 min)	**Teacher's Activity**: Recap topics most likely to appear in posttest. **Students' Activity**: Ask final doubts.
Homework	Prepare for posttest by revising all textbook reading passages and class notes.

Lesson Plan no: 23

Grade: 7th
Subject: English
Lesson Type: **Final Reinforcement – Whole Syllabus**
Focus: Paragraph Construction, Purpose, and Inference
Time Duration: 40 minutes

Lesson Components	Activities
Learning Objectives	1. Review paragraph formation using different sentence types. 2. Practice making conclusions from text for posttest prep.
1. Testing Previous Knowledge (5 min)	**Teacher's Activity**: Ask: "Can we tell what a paragraph is about by reading the first and last sentence?" **Students' Activity**: Share answers.
2. Introduction (5 min)	**Teacher's Activity**: Explain that students will practice one last time before the posttest, focusing on paragraph meaning and clarity. **Students' Activity**: Listen and take notes.
3. Main Body (25 min)	**Teacher's Explanation (15 min)** **Teacher's Activity**: Read and explain a mixed-paragraph with sentence types. Discuss tone, clarity, and structure. **Task from Board (10 min)** **Teacher's Activity**: Write an incomplete paragraph on the board. Ask students to complete it with relevant, varied sentence types. **Students' Activity**: Write completions in notebooks and share aloud.
4. Conclusion (5 min)	**Teacher's Activity**: Recap sentence analysis techniques. Encourage confidence for the posttest. **Students' Activity**: Ask last-minute questions.
Homework	Review Units 1 & 2 thoroughly. Come prepared with sharpened pencils and quiet minds for tomorrow's posttest.

7.3   Appendix-C Self-Developed achievement test

Table of Specification

S. No	Unit	Topic	Cognitive Domain	Type of Question	Marks	No. of Items	Total %
1	Unit 1	The Last Sermon of Hazrat Muhammad (PBUH)	Analysis	MCQs	15	15	30%
2	Unit 2	Part:2A Visit to Khewra Mines	Analysis	MCQs	10	10	20%
3	Unit 2	Part:2B People Are Made of Places	Analysis	MCQs	10	10	20%
4	Unit 2	Part:2C Natural Wonders of the World	Analysis	MCQs	10	10	20%
5	Unit 2	Part:2D Reading for Specific Purposes	Analysis	MCQs	5	5	10%
Total					**50**	**50**	**100%**

Self-Developed Achievement Test

This achievement test developed by researcher which was designed to measure students' critical thinking skills, which was delimited to one critical thinking skills; Analysis. While the test specifically assessed students' ability to analyze textual content, the structure of the test items w\ere aligned with sentence analysis. During the intervention period (8 weeks), students were practiced sentence analysis as part of their writing skills development, but the test itself focused on evaluating their critical thinking skills (Analysis). The test consists of 50 multiple-choice questions (MCQs) aligned with the 7th-grade English curriculum and was based on two units from the English textbook:

- **Unit 1: The Last Sermon of Hazrat Muhammad (PBUH)**
- **Unit 2: Nature**
    - Part 2A: Visit to Khewra Mines
    - Part 2B: People Are Made of Places
    - Part 2C: Natural Wonders of the World
    - Part 2D: Reading for Specific Purposes

This test served as both a pre-test and post-test to evaluate students' critical thinking skills (Analysis) before and after the intervention. By structuring the test items around sentence analysis, it aimed to assess students' critical thinking skills in the form of Analysis within the context of the CBL approach.

Grade: 7th
Topics: Unit 1 (The Last Sermon of Hazrat Muhammad (PBUH)), Unit 2 (Nature)
Total Marks: 50
Time: 1 hour
Focus: Critical Thinking skills (Analysis)
Writing Skills Focus: Sentence Analysis

Encircle the correct option. (each MCQ carry 1 marks)   Total marks = 50

Unit 1: The Last Sermon of Hazrat Muhammad (PBUH) (30% = 15 Questions)

1. **How does the sentence structure in "No Arab has superiority over a non-Arab, nor does a non-Arab have superiority over an Arab" reinforce the central message of the sermon?**
   a) It uses parallel structure to emphasize equality
   b) It uses passive voice to make it more formal
   c) It presents a cause-and-effect relationship
   d) It adds a metaphor to highlight racial differences

2. **In The Last Sermon, the phrase *"No Arab has superiority over a non-Arab"* emphasizes which principle?**
   a) Political authority
   b) Social hierarchy
   c) Racial equality
   d) Economic status

3. **Which literary device is used in the line *"All humans are equal like the teeth of a comb"*?**
   a) Simile
   b) Metaphor
   c) Hyperbole
   d) Personification

4. **Which sentence structure in The Last Sermon conveys the idea of justice most effectively?**
   a) "All debts must be paid."
   b) "Hurt no one so that no one may hurt you."
   c) "Take care of the trust given to you."
   d) "I leave behind me two things, the Qur'an and my Sunnah."

5. **What does Hazrat Muhammad (PBUH) emphasize about women's rights?**
   a) Women should not be educated
   b) Women should obey men unconditionally
   c) Women have rights just like men
   d) Women must not work outside

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6. **How does the repetition of "O People" in The Last Sermon strengthen the theme of unity?**

   a) It creates an emotional connection with the audience

   b) It makes the speech sound poetic

   c) It separates different groups of listeners

   d) It adds unnecessary redundancy to the speech

7. **Which statement best represents the moral teachings in the sermon?**

   a) Humans are naturally divided into ranks

   b) Morality is determined by wealth

   c) Honesty and piety are more valuable than lineage

   d) Education is only for scholars

8. **Why is the Last Sermon considered a universal message?**

   a) It applies only to the people of that time

   b) It contains values and principles for all humanity

   c) It was meant for a specific group of people

   d) It focuses on the political structure

9. **What does the phrase *"Take care of the trust given to you"* symbolize?**

   a) Responsibility and honesty

   b) Power and dominance

   c) Political leadership

   d) Economic prosperity

10. **Which sentence structure in The Last Sermon best conveys the idea of forgiveness?**

    a) "If someone wrongs you, forgive them."

    b) "You must show mercy to others so that mercy will be shown to you."

    c) "All debts must be paid."

    d) "Do not harm others, for harming leads to destruction."

11. **What kind of equality is most emphasized in the sermon?**

    a) Economic equality

    b) Social and racial equality

    c) Educational equality

    d) Military equality

12. **What is the significance of *"All debts must be paid"*?**

    a) Importance of financial stability

    b) Encouragement of business expansion

    c) Promoting honesty and accountability

    d) Discouraging borrowing

13. **How does the sermon define the best person?**

    a) The one who is wealthy

    b) The one with the most power

    c) The one who fears Allah and is righteous

    d) The one who is the strongest

14. **Which sentence best represents the use of conditional structure in the Last Sermon?**

    a) "No Arab has superiority over a non-Arab, nor does a non-Arab have superiority over an Arab."

    b) "If you follow the Qur'an and my Sunnah, you will never go astray."

    c) "Take care of the trust given to you."

    d) "O People, listen to me carefully."

15. **Which type of sentence is used in "Do not stray from the path of righteousness after I am gone"?**

    a) Declarative

    b) Interrogative

    c) Imperative

    d) Exclamatory

Unit 2: Nature (70% = 35 Questions)

Part 2A: Visit to Khewra Mines (20% = 10 Questions)

16. **Which sentence best describes the main idea of "Visit to Khewra Mines"?**

    a) Khewra Mines are a major economic site

    b) The mines are historically and environmentally significant

    c) Mining has no effect on the local economy

    d) Tourists visit the mines for entertainment

17. **Identify the misplaced modifier in the sentence: "The tourists admired the shining salt formations walking through the tunnel."**

a) The tourists

b) The shining salt formations

c) Walking through the tunnel

d) No misplaced modifier is

18. **Which phrase best paraphrases "The salt roof of the tunnel shines like a mirror"?**

a) The tunnel's salt roof reflects light

b) The tunnel is covered with mirrors

c) The salt in the tunnel absorbs light

d) The mirror in the tunnel shines brightly

19. **What effect do the Khewra Salt Mines have on Pakistan's economy?**

a) They provide salt for national and international trade

b) They are used only for local consumption

c) They are closed to the public

d) They have no economic significance

20. **What type of rock formation is found in Khewra Mines?**

a) Sedimentary

b) Igneous

 c) Metamorphic

d) Volcanic

21. **How does the sentence "Khewra Mines are a natural wonder formed over centuries" demonstrate the use of passive voice?**

a) It highlights the importance of the mines rather than the process

b) It makes the sentence more engaging and direct

c) It shows the role of humans in forming the mines

d) It emphasizes immediate action

22. **What is a unique feature of Khewra Salt Mine?**

a) Underground mosque made of salt

b) largest diamond reserves

c) Natural gas deposits

d) Presence of rare animal fossils

23. How do the salt deposits in Khewra Mines help in research?

a) They provide insights into ancient climate conditions

b) They are used to make artificial crystals

c) They show evidence of marine biodiversity

d) They help in oil exploration

24. What is one of the primary commercial uses of Khewra salt?

a) Road de-icing

b) Fuel production

c) Jewelry making

d) Textile dyeing

25. Rewrite the sentence "Mining at Khewra has contributed to economic growth" in passive voice.

a) Economic growth was contributed to by mining at Khewra

b) Mining at Khewra is contributing to economic growth

c) Economic growth has been affected by mining

d) Mining contributes to the economy

Part 2B: People Are Made of Places (20% = 10 Questions)

26. **In "People Are Made of Places," how does the author use sentence structure to convey the connection between people and places?**

a) By using long descriptive sentences to evoke imagery

b) By writing in short, direct sentences for emphasis

c) By repeating key phrases to reinforce the theme

d) By avoiding metaphors to maintain objectivity

27. **How does 'People Are Made of Places' describe the relationship between humans and the environment?**

a) They are completely independent

b) The environment shapes human identity

c) Humans dictate nature's processes

d) Culture is more important than nature

28. **What key literary device is used in 'People Are Made of Places'?**

a) Hyperbole

b) Imagery

c) Metaphor

d) Alliteration

29. **Which statement best reflects the lesson from 'People Are Made of Places'?**

a) Human identity is shaped by the environment

b) Nature has no influence on people

c) Culture and place are unrelated

d) Cities are more significant than rural areas

30. **How does 'People Are Made of Places' link environment and human identity?**

a) It suggests places shape people's experiences

b) It argues human actions shape nature

c) It shows people have no connection to nature

d) It emphasizes economic dependency on nature

31. **In "People Are Made of Places," how does the poet use parallelism to strengthen the poem's theme?**

a) By using repetitive structures to emphasize connection

b) By describing different places in long sentences

c) By avoiding figurative language to keep the meaning simple

d) By structuring each line as an independent statement

32. **What is the effect of repetition in "They carry woods in their minds, acres of pine woods"?**

a) Emphasizes deep connection to nature

b) Weakens the meaning of the sentence

c) Enhances the symbolic meaning of the sentence

d) Suggests people physically carry trees

33. **How does the phrase "The city smells of smog and factories" show contrast?**

a) By using parallel structure

b) By adding a rhetorical question

c) By personifying the city

d) By describing the factory process

34. **Which of the following is the best paraphrase of "Places shape people's experiences"?**

a) People's lives are influenced by their surroundings

b) People are born with a fixed personality

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c) Experiences have no connection to the environment

d) Geography has no effect on human behavior

35. **What role does memory play in 'People Are Made of Places'?**

a) It helps individuals recall past experiences tied to places

b) It has no significance in shaping identity

c) It is only relevant to historical figures

d) It separates people from their environment

Part 2C: Natural Wonders of the World (20% = 10 Questions)

36. **How does the sentence structure in "Natural Wonders of the World" emphasize the uniqueness of natural formations?**

a) By using complex sentences with detailed descriptions

b) By using passive voice to make it objective

c) By including rhetorical questions to engage the reader

d) By avoiding figurative language

37. **How does "The Northern Lights dance across the sky, painting it with colors" create imagery?**

a) By using action words

b) By stating a fact

c) By listing colors

d) By making a prediction

38. **Choose the best transition word for sentence coherence:**

"The Grand Canyon is a geological wonder. _____, it attracts millions of visitors."

a) However

b) Consequently

c) Despite

d) Because

39. **What factor contributes to the unique appearance of natural wonders?**

a) Human construction

b) Geological and weathering processes

c) Artificial modifications

d) Urban development

40. **Why are natural wonders important for scientific research?**

a) They provide geological insights

b) They limit research opportunities

c) They promote deforestation

d) They discourage scientific inquiry

41. **Which factor contributes to the geological formation of salt deposits?**

a) Rapid volcanic activity

b) Slow evaporation of ancient water bodies

c) Human-made salt creation

d) Acid rain formation

42. **How does sentence structure in "Natural Wonders of the World" emphasize uniqueness?**

a) It uses detailed descriptive clauses

b) It avoids adjectives to keep the writing neutral

c) It only includes short, simple sentences

d) It repeats facts without emphasis

43. **What role does erosion play in shaping natural wonders?**

a) It wears down rock formations over time

b) It has no effect on natural landscapes

c) It only occurs in urban areas

d) It prevents the formation of natural wonders

44. **Why are protected natural sites essential for future generations?**

a) They allow unrestricted access

b) They help conserve biodiversity

c) They promote urban expansion

d) They support deforestation

45. **How does human activity threaten natural wonders?**

a) Through pollution and habitat destruction

b) By enhancing their natural beauty

c) By increasing conservation efforts

d) By limiting access to research

Part 2D: Reading for Specific Purposes (10% = 5 Questions)

46. **How does sentence variation in "Reading for Specific Purposes" help readers extract key information?**

    a) By emphasizing main ideas through sentence length variation

    b) By using only simple sentences to enhance clarity

    c) By avoiding transitions that connect ideas

    d) By using redundant phrases to reinforce understanding

47. **What strategy is useful for reading comprehension in 'Reading for Specific Purposes'?**

    a) Skimming and scanning

    b) Guessing without reading

    c) Memorizing every word

    d) Ignoring unknown words

48. **What is the primary function of skimming in reading?**

    a) To analyze the text word-by-word

    b) To locate key points quickly

    c) To ignore important details

    d) To memorize all sentences

49. **What reading technique helps identify a text's main idea?**

    a) Scanning

    b) Guessing

    c) Memorization

    d) Comprehension

50. **Why is 'Reading for Specific Purposes' important for academic learning?**

    a) It develops focused comprehension skills

    b) It ignores contextual meaning

    c) It promotes passive reading

    d) It discourages analysis

Answer key

Q No.	Ans	Q No.	Ans	Q No.	Ans	Q No.	Ans	Q No.	Ans
1	a	11	b	21	a	31	a	41	b
2	c	12	c	22	a	32	a	42	a
3	a	13	c	23	a	33	c	43	a
4	b	14	b	24	a	34	a	44	b
5	c	15	c	25	a	35	a	45	a
6	a	16	b	26	a	36	a	46	a
7	c	17	c	27	b	37	a	47	a
8	b	18	a	28	b	38	b	48	b
9	a	19	a	29	a	39	b	49	a
10	b	20	a	30	a	40	a	50	a

7.4 Appendix-D Quantifiable Observation Checklist

This checklist developed by the researcher and was designed to measure **students' engagement**, which is **delimited to one indicator—Attention.** It was used by the researcher to systematically observed and assess students' attentiveness during each session throughout the intervention period (8 weeks). The checklist provided a **quantifiable measure of attention** based on key sub-indicator, ensuring an objective evaluation of student engagement in the classroom.

Observer Name:

Date:

Class: 7th Grade

Session Number: _____

Group: _____

Instructions

For each student, rate the following indicators on a scale of **1 to 5**, where:
1 = Never, **2** = Rarely, **3** = Sometimes, **4** = Often, **5** = Always
Circle the appropriate score for each sub-indicator.

Indicator: Attention

Sub-Indicator	Description	1	2	3	4	5
On-task behavior	Stays focused on assigned tasks without external distractions (e.g., avoiding unrelated activities like doodling, playing, or looking around).					
Active listening	Responds appropriately when addressed, follows class discussions, and acknowledges peers' and teachers' inputs.					
Visual focus	Maintains eye contact with the teacher, whiteboard, or instructional materials instead of getting distracted by surroundings.					
Prompt	Follows teacher's verbal or non-verbal					

responsiveness to teacher cues	instructions immediately and correctly without repeated prompts.					
Note-taking behavior	Writes key points, summaries, or lesson details actively and systematically in notebooks without missing important information.					
Question comprehension	Demonstrates understanding of teacher's questions before responding, avoids guessing, and provides thoughtful answers.					
Avoidance of side conversations	Refrains from engaging in off-topic discussions with classmates, focusing solely on the lesson content.					
Sustained focus during activities	Maintains concentration throughout independent, pair, or group work without frequent distractions.					
Engagement with lesson materials	Reads, reviews, and interacts attentively with books, worksheets, or digital resources provided in the lesson.					
Demonstrated effort in problem-solving	Attempts to find solutions to academic tasks independently before seeking help, showing persistence and critical thinking.					

Total Attention Score:

(Sum of all scores / 50) = _____ %

Interpretation of Scores:

- **Low engagement (attention) 0-24**
- **Moderate engagement (attention) 25-37**
- **High engagement (attention) 38-50**

SHAAN GLOBAL SCHOOL OF EXCELLENCE

Month	Academic Activities and Holidays
March 2025	- **Academic Year Begins**: March 10, 2025 - **Pakistan Day Holiday**: March 23, 2025 - **Eid-ul-Fitr Holidays**: March 30 – April 1, 2025
April 2025	- Regular Classes
May 2025	**Labor Day Holiday**: May 1, 2025 - Regular Teaching
June 2025	- **Eid-ul-Azha Holidays**: June 7–9, 2025 - **Summer Vacation Begins**: June 5, 2025
Jully 2025	- **Ashura Holidays**: July 5–6, 2025 - Summer Break Continues
August 2025	- **Independence Day Holiday**: August 14, 2025 - **School Reopens After Summer Break**: August 19, 2025
September 2025	- **Eid Milad-un-Nabi Holiday**: September 5, 2025 - **First Term Exams**: Mid-September (Tentative)
October 2025	- Regular Classes and Academic Follow-up
November 2025	- **Allama Iqbal Day Holiday**: November 9, 2025 - Continued Academic Activities
December 2025	- **Quaid-e-Azam Day / Christmas Holiday**: December 25, 2025 - **Winter Vacation Begins**: December 20, 2025
January 2025	**School Reopens After Winter Break**: January 3, 2026 - Revision and Pre-Final Preparations
February 2025	- **Final Examinations**: February 10–22, 2026 - **Final Result Announcement**: February 28, 2026

| March 2025 | - **New Academic Session Begins**: March 2026 (Exact date to be notified by school administration) |

7.6   Appendix-F Instruments Validation Certificates

Certificate of Validation

Effect of Competency-Based Learning Approach on Students' Critical Thinking Skills and Engagement at Elementary Level

By
Amna Bibi

MS Scholar, Department of Teacher Education, Faculty of Education, International Islamic University Islamabad (IIUI), Pakistan

This is to certify that the researcher-developed two instruments have been assessed by me, and I found that these have been designed adequately to address the title *"Effect of Competency-Based Learning Approach on Students' Critical Thinking Skills and Engagement at Elementary Level."*

Name: *Bano Mehtab.*

Designation: *English Teacher*

Institute: *Sir Syed Innovative School*

Signature: _____

Stamp:

ASIF KHATTAK
Principal
Sir Syed Innovative School System
Qasuna 100, Peshawar Road, ISD.
FBISE Affiliation Code (1225)

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Certificate of Validation

Effect of Competency-Based Learning Approach on Students' Critical Thinking Skills and Engagement at Elementary Level

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This is to certify that the researcher-developed two instruments have been assessed by me, and I found that these have been designed adequately to address the title *"Effect of Competency-Based Learning Approach on Students' Critical Thinking Skills and Engagement at Elementary Level."*

Name: ASIF KHATTAK

Designation: Principal

Institute: Sir Syed Innovative School

Signature:

Stamp:
ASIF KHATTAK
Principal
Sir Syed Innovative School System
Qasimabad, Peshawar Road IBD.
FBISE Affiliation Code (12291)

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Effect of Competency-Based Learning Approach on Students' Critical Thinking Skills and Engagement at Elementary Level

By

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This is to certify that the researcher-developed two instruments have been assessed by me, and I found that these have been designed adequately to address the title *"Effect of Competency-Based Learning Approach on Students' Critical Thinking Skills and Engagement at Elementary Level."*

Name: Dr. Fatima Batool

Designation: AP

Institute: IIUI

Signature:

Stamp:

Dr. Fatima Batool
Assistant Professor
Department of Teacher Education
Faculty of Education
International Islamic University
Islamabad Pakistan

Certificate of Validation

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By
Amna Bibi

MS Scholar, Department of Teacher Education Faculty of Education International Islamic University Islamabad (IIUI), Pakistan

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Name: Dr Fouzia Ajmal

Designation: AP DTE

Institute: IIUI

Signature: Ajmal

Stamp:
Dr. Fouzia Ajmal
Professor
Depar... acher Edu...
Inter... amic U...
...abad

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Effect of Competency-Based Learning Approach on Students' Critical Thinking Skills and Engagement at Elementary Level

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Name: Dr. Alim Rizwan

Designation: TRA DOTE

Institute: IIU

Signature:

Stamp:

INCHARGE, ACADEMIC AFFAIRS
DEPARTMENT OF TEACHER EDUCATUION
FACULTY OF EDUCATION
INTERNATIONAL ISLAMIC UNIVERSITY
ISLAMABAD PAKISTAN