LIBERAL JOURNAL OF LANGUAGE AND LITERATURE REVIEW
LJLLR
An International Double-Blind Peer-Reviewed Open Access Journal
ISSN (Online): 3006-3175 | ISSN (Print): 3006-3167
Volume 5, Issue 7 September, 2026

CRITICAL THINKING IN SECONDARY-LEVEL ENGLISH LANGUAGE EDUCATION IN PUNJAB: A BLOOM'S TAXONOMY-BASED EVALUATION OF THE CURRICULUM AND TEXTBOOKS

Hafiz Muhammad Hammad Javed[1], Dr. Shahzad Karim[*2]

[1]*PhD Scholar, The Islamia University of Bahawalpur*
[*2]*Associate professor, Department of English Linguistics, The Islamia University of Bahawalpur*

[*2]shahzadaps@gmail.com

DOI: https://doi.org/10.5281/zenodo.23011162

Keywords
Critical thinking, Bloom's Taxonomy, English Language curriculum, ELT textbooks, secondary education, ELE, LOTS, HOTS

Article History
Received: 01 June 2026
Accepted: 23 August 2026
Published: 24 September 2026

Copyright @Author
Corresponding Author: *
Dr. Shahzad Karim

Abstract

This study examines the extent to which secondary-level English Language Education (ELE) in Punjab promotes critical thinking through its curriculum and prescribed textbooks. Using Bloom's Taxonomy as the analytical framework, the study evaluates the cognitive demands embedded in the secondary-level National Curriculum for English and the prescribed textbooks to determine whether these documents provide meaningful opportunities for critical thinking through analysis, evaluation, justification, and creative response. The researcher analyzed the curriculum objectives to identify the distribution of Lower-Order Thinking Skills (LOTS) and Higher-Order Thinking Skills (HOTS). The same analytical lens was then applied to the textbook tasks and activities presented at the end of each unit to determine their cognitive-level distribution. The document-based qualitative content analysis was supported by frequency and percentage distributions to quantify the cognitive levels identified in both documents. The findings show that the curriculum contains 67.74% LOTS and 32.26% HOTS, while textbook tasks/activities contain 70.3% LOTS and 29.7% HOTS. These results indicate that although critical thinking is present as an educational intention, it is not sufficiently developed through curriculum objectives and textbook tasks. Although the curriculum incorporates elements of HOTS, such as analysis, evaluation, and creation, both the curriculum and textbooks remain largely dominated by LOTS, including recall, comprehension, and controlled application. The study recommends stronger cognitive progression, more open-ended textbook activities, and closer alignment between curriculum intentions and instructional materials so that secondary-level English language learning in Punjab can move beyond rote reproduction toward critical and reflective engagement.

1.INTRODUCTION

English language education (ELE) at the secondary level in Punjab occupies an important position because English functions not only as a compulsory subject but also as a language of academic access, professional mobility, and social advancement. In Pakistan, English has historically remained linked with higher education, employment, administration, and social status, which gives school-level English teaching a role

LIBERAL JOURNAL OF LANGUAGE AND LITERATURE REVIEW
LJLLR
An International Double-Blind Peer-Reviewed Open Access Journal
ISSN (Online): 3006-3175 | ISSN (Print): 3006-3167
Volume 5, Issue 7 September, 2026

beyond basic linguistic instruction (Rahman, 2008; Shamim, 2008). Ahmed and Mahmood (2024) show that in Pakistan English as a foreign Language (EFL) teaching practice still reflects a tension between form-focused classroom routines and broader meaning-oriented language teaching, which suggests that ELE should not be evaluated only through reproduction of textbook knowledge. For this reason, the quality of ELE cannot be judged only through students' ability to memorize textbook content or reproduce fixed answers. It must also be examined through the extent to which students are encouraged to interpret, question, analyze, evaluate, and produce ideas independently. These abilities are closely associated with critical thinking, which has become an important concern in English language teaching (ELT), particularly in education systems where prescribed textbooks and official curriculum documents strongly shape classroom learning (Biggs, 1996).

In the present study, critical thinking is understood as the learner's ability to interpret information, identify relationships, distinguish stated and implied meanings, compare viewpoints, evaluate ideas, justify opinions with reasons, and produce independent oral or written responses. Within Bloom's Revised Taxonomy, these abilities are mainly represented through the higher-order cognitive levels of *Analyze, Evaluate,* and *Create,* which require learners to move beyond recall and comprehension toward analysis, judgment, and original production (Anderson & Krathwohl, 2001; Krathwohl, 2002).Therefore, the study treats HOTS not simply as abstract cognitive categories but as indicators of the degree to which curriculum objectives and textbook tasks can support critical thinking in English language learning.

Critical thinking has become one of the key skills required in the twenty-first century because students are now surrounded by a constant flow of information through social media and other digital platforms, where they must learn to distinguish fact from fiction rather than accepting information uncritically (UNESCO, 2025; Vincent-Lancrin et al., 2019). Zamir et al. (2026) also argue that critical thinking has become a major concern in ELT in Pakistan because learners are expected not only to understand language but also to interpret, evaluate, and respond to ideas in meaningful ways. Their systematic review further shows that critical thinking in ELT in Pakistan is not entirely absent, but it remains unevenly supported across textbooks, classroom practices, and assessment systems. This point is important for the present study because it shows that the problem is not merely the lack of critical thinking as a policy aim; rather, the problem lies in how weakly it is embedded in the materials and practices through which English is taught (Ramzan et al., 2023).

The National Curriculum for English at the secondary level in Pakistan presents English as a means of communication, knowledge construction, and academic development. Its Student Learning Outcomes (SLOs) provide guidance for textbook development, classroom teaching, and learner achievement (Government of Pakistan, Ministry of Education, 2006). However, the presence of such outcomes in curriculum documents does not automatically mean that students are exposed to higher-order thinking through actual instructional materials. A curriculum may include verbs such as analyze, evaluate, interpret, or create, but these aims may remain weak if textbooks continue to emphasize recall, literal comprehension, grammar drills, and controlled writing tasks. This issue is particularly relevant in Punjab, where prescribed textbooks function as the main instructional resource in many classrooms and often become the practical form of the curriculum for both teachers and students (Mahboob, 2017; Shamim & Rashid, 2019).

Bloom's Taxonomy provides a suitable framework for examining this issue because it classifies learning according to different levels of cognitive demand. The revised taxonomy places *remembering, understanding,* and *applying* at the lower levels, while *analyzing, evaluating,* and *creating* represent higher levels of cognitive engagement (Anderson & Krathwohl, 2001; Krathwohl, 2002). In ELE, lower-order thinking may appear in tasks that ask students to define words, recall details, identify grammatical forms, or answer literal comprehension questions. Higher-order thinking, in contrast, appears when students are asked to infer meanings, compare ideas, judge arguments, defend opinions, write creatively, or construct independent

LIBERAL JOURNAL OF LANGUAGE AND LITERATURE REVIEW
An International Double-Blind Peer-Reviewed Open Access Journal
ISSN (Online): 3006-3175 | ISSN (Print): 3006-3167
Volume 5, Issue 7 September, 2026

responses. Therefore, a Bloom's Taxonomy-based evaluation can show whether curriculum objectives and textbook tasks genuinely support critical thinking or remain limited to surface-level language learning.

The rationale for examining critical thinking at the secondary level becomes stronger when viewed in relation to higher education expectations in Pakistan. Recent Higher Education Commission curriculum guidelines emphasize that learners are expected to demonstrate analytical and interpretive abilities, advanced communication and writing skills, and a critical understanding of knowledge in social and cultural contexts (Higher Education Commission, 2025). These expectations show that students entering higher education are increasingly required to engage with texts, ideas, language, and society at reflective and analytical levels. If secondary-level ELE remains largely limited to recall, comprehension, controlled grammar practice, and reproduction of textbook content, students may enter higher education without the cognitive preparation required for such academic work. Therefore, evaluating the secondary-level English curriculum and textbooks through Bloom's Taxonomy is important because it helps determine whether learners are being gradually prepared for the analytical and critical demands expected in later academic stages.

This study therefore investigates the extent to which secondary-level ELE in Punjab promotes critical thinking through its curriculum and textbooks. It examines whether curriculum objectives provide sufficient space for higher-order cognitive development and whether textbooks translate these objectives into tasks that encourage analysis, evaluation, creativity, and independent language use. The issue is important because previous work on ELE in Pakistan has repeatedly pointed toward rote learning, textbook dependency, exam pressure, and weak translation of curriculum ideals into classroom materials (Coleman, 2010; Karim & Harwood, 2026; Karim, 2020; Warsi, 2004; Zamir et al., 2026). By focusing on curriculum and textbooks through Bloom's Taxonomy, this article contributes to the discussion on whether ELE in Punjab supports meaningful critical engagement or continues to privilege lower-order learning.

2. Literature Review

Critical thinking has been treated in ELE as a core element of meaningful learning because it enables learners to move beyond recall and engage in interpretation, reasoning, evaluation, and independent response. In the Pakistani educational context, Siddique et al. (2024) link critical thinking with active participation and constructivist learning at the secondary level, suggesting that students need learning conditions that require questioning, participation, and independent response. In ELT, this becomes especially important because language proficiency is not merely a matter of grammar and vocabulary; it also involves the ability to process ideas, negotiate meanings, and communicate with judgment. Zamir et al. (2026) note that in Pakistani ELT research, critical thinking appears across several related strands, especially textbook studies, classroom practice studies, and assessment-focused work.

Bloom's Taxonomy is one of the most suitable frameworks for examining the cognitive depth of English curriculum objectives and textbook tasks. The taxonomy separates lower-order cognitive processes, namely *remembering, understanding*, and *applying*, from higher-order processes, namely *analyzing, evaluating*, and *creating* (Anderson & Krathwohl, 2001). In the context of ELE, these levels are not abstract categories; they are directly linked with the kind of language work students are asked to perform. For example, recalling the meaning of a word, identifying a grammatical structure, or answering a factual question reflects lower-order engagement, while comparing viewpoints, evaluating a writer's position, defending an opinion, or writing an original response reflects higher-order engagement. Bloom-based analysis therefore helps reveal whether ELE encourages students to use language as a means of thinking or only as a subject to be memorized. For this reason, the present study treats *Analyze, Evaluate*, and *Create* as the strongest indicators of critical thinking because these levels require learners to interpret evidence, examine relationships, defend positions, and construct original responses.

LIBERAL JOURNAL OF LANGUAGE AND LITERATURE REVIEW
LJLLR
An International Double-Blind Peer-Reviewed Open Access Journal
ISSN (Online): 3006-3175 | ISSN (Print): 3006-3167
Volume 5, Issue 7 September, 2026

Curriculum plays an important role in shaping such learning because it defines what students are expected to know and do at a particular educational level. In language education, curriculum is not simply a list of topics, grammar items, or reading passages; it reflects broader assumptions about communication, knowledge, identity, and learning (Richards, 2013). The National Curriculum for English in Pakistan presents English as a functional and communicative language and includes SLOs intended to develop learners' reading, writing, listening, speaking, grammar, vocabulary, and social use of language (Government of Pakistan, Ministry of Education, 2006). However, curriculum objectives can only promote critical thinking when they are written with sufficient cognitive depth and when they are later translated into classroom materials. If the majority of objectives remain limited to identification, recognition, comprehension, and controlled application, then critical thinking may remain more rhetorical than practical.

Textbooks are equally important because they often become the practical form of the curriculum in classroom teaching. In many public-sector and low-resource ELT contexts, teachers depend heavily on prescribed textbooks for lesson planning, classroom activities, homework, and examination preparation (Cunningsworth, 1995; Hutchinson & Torres, 1994). This dependence is particularly strong in Pakistan, where textbook-based teaching remains common and where prescribed English textbooks guide both classroom coverage and students' exam preparation. As ELT moves toward learner-centered instruction, the role of textbooks in supporting critical thinking has become more important. Modern language learning is expected to encourage critical thinking rather than simple memorization and repetitive practice. However, many ELT textbooks still give more attention to grammatical correctness, vocabulary practice, and controlled exercises, which may restrict learners' opportunities for critical engagement (Soe, 2024). For this reason, textbook evaluation has become an important area of ELT research, particularly in relation to whether textbook tasks promote interpretation, reasoning, creativity, and evaluation. Studies from different contexts show that although some textbooks include communication and discussion activities, they often provide limited space for deeper critical engagement (Hasnah et al., 2024). Recent ELT research in Pakistan confirms that textbook-based learning often remains cognitively limited. Bhatti and Bashir (2025) found that exercises in Punjab's Intermediate English textbook were dominated by remembering and understanding, while analysis, evaluation, and creation appeared much less frequently. Similarly, Javed and Karim (2024) reported that exercises and activities in secondary-level ELT textbooks in Pakistan leaned heavily toward lower-order thinking, with creative and open-ended tasks underrepresented. These findings are important for the present article because they show that ELT textbooks in Pakistan continue to privilege examination-oriented and text-bound learning over sustained critical engagement. Zamir et al. (2026) synthesize this pattern by arguing that ELT materials in Pakistan tend to support critical thinking only in limited and uneven ways rather than as a consistent design principle.

Textbook evaluation research also shows that English textbooks should not be judged only through content coverage, grammatical correctness, or syllabus completion. They must also be evaluated in terms of task variety, authenticity, cultural relevance, skill integration, and cognitive demand (Mishan & Timmis, 2015; Tomlinson, 2012). A textbook may appear complete because it contains reading passages, vocabulary lists, grammar exercises, and writing tasks, but if these components mostly require students to reproduce information, then its contribution to critical thinking remains limited. Shah (2025), as discussed in Zamir et al. (2026), further argues that ELT textbooks in Pakistan should not be treated as neutral instructional tools because they may reproduce dominant discourses while offering only limited space for negotiation, critique, and alternative viewpoints. This expands the meaning of critical thinking beyond Bloom's cognitive categories and suggests that textbooks should also create space for questioning representations, engaging with diversity, and resisting passive acceptance of fixed meanings.

LIBERAL JOURNAL OF LANGUAGE AND LITERATURE REVIEW
An International Double-Blind Peer-Reviewed Open Access Journal
ISSN (Online): 3006-3175 | ISSN (Print): 3006-3167
Volume 5, Issue 7 September, 2026

The broader Pakistani ELT literature also identifies several structural constraints that affect the development of critical thinking. Zamir et al. (2026) report that examination pressure, rigid curricula, overcrowded classrooms, limited teacher preparation, low learner proficiency, and traditional assessment habits continue to restrict critical thinking in ELT practices. Although the present study does not examine classroom teaching or assessment directly, these constraints are still relevant because curriculum and textbooks operate within the same educational system. A textbook with limited open-ended tasks is not only a materials problem; it is part of a larger pattern where teachers and learners are often pushed toward predictable answers, fixed formats, and exam-oriented preparation.

The existing literature therefore justifies a Bloom's Taxonomy-based evaluation of secondary-level English curriculum and textbooks in Punjab. Such an analysis can show whether critical thinking is strongly embedded in official curriculum objectives and whether prescribed textbooks provide enough opportunities for students to practice higher-order thinking. The focus on curriculum and textbooks is particularly important because these two documents strongly shape classroom practice in Pakistan's secondary schools. By analyzing them together, the study can identify whether the system provides coherent support for critical thinking or whether the movement from curriculum to textbook reduces cognitive demand. This makes the study relevant for curriculum planners, textbook writers, teacher educators, and English language researchers concerned with improving the quality of secondary-level ELT in Punjab. Accordingly, the following research questions guided the study:

1. To what extent does the secondary-level English curriculum promote critical thinking when examined through Bloom's Taxonomy?
2. To what extent do the prescribed English textbooks in Punjab for Grades IX and X promote Critical thinking through their end-of-unit tasks and activities when examined through Bloom's Taxonomy?

3. Methodology

The present study adopted a document-based qualitative content analysis design to examine the extent to which secondary-level English curriculum and textbooks in Punjab promote critical thinking. Since the purpose of the study was to evaluate the cognitive demand embedded in official educational documents, the analysis was limited to two documentary sources: the National Curriculum for English for Grades IX and X (Government of Pakistan, Ministry of Education, 2006) and the prescribed English textbooks for Grades IX and X used in Punjab developed by Punjab Curriculum and textbook board (PCTB) (Kiyani, 2023; Malik et al., 2023). The study did not include classroom observations, teacher interviews, learner performance data, or assessment papers because its focus was on two strands only: the intended curriculum and the instructional material through which that curriculum is translated into classroom tasks. This design was appropriate because curriculum objectives and textbook exercises are textual units that can be systematically coded according to observable cognitive processes (Krippendorff, 2018).

Bloom's Taxonomy was used as the analytical framework of the study. *Remember, Understand, and Apply* were grouped as LOTS, while *Analyze, Evaluate*, and *Create* were grouped as HOTS. In this study, HOTS were treated as the closest measurable indicators of critical thinking because they require learners to examine relationships, justify responses, evaluate ideas, and construct independent oral or written outputs. The coding framework used for the analysis is presented in Table 1.

Table 1: Bloom's Taxonomy Coding Framework

Bloom's Level	Category	Prompts	Description Used for Coding	Example of ELT Task
Remember	LOTS	define, list, identify, recall,	Retrieving relevant knowledge or information from memory or directly available text; recalling facts,	Identify the main character in the lesson.

LIBERAL JOURNAL OF LANGUAGE AND LITERATURE REVIEW
An International Double-Blind Peer-Reviewed Open Access Journal
ISSN (Online): 3006-3175 | ISSN (Print): 3006-3167
Volume 5, Issue 7 September, 2026

		name, recognize, tell, locate, recite	meanings, rules, details, or factual information.	
Understand	LOTS	explain, summarize, describe, paraphrase, classify, exemplify, predict	Determining meaning by explaining, interpreting, paraphrasing, classifying, or summarizing input in written, oral, or graphic form.	Summarize the main idea of the paragraph.
Apply	LOTS	use, complete, rewrite, change, demonstrate, apply, execute, implement, illustrate, transfer	Using learned knowledge, grammar rules, vocabulary, or language structures in a familiar or slightly changed context; implementing or transferring information.	Use the given word in a sentence.
Analyze	HOTS	compare, contrast, infer, distinguish, examine, analyze, categorize, differentiate	Breaking information into component parts, comparing ideas, identifying relationships, distinguishing patterns, or interpreting implied meanings.	Compare the attitudes of two characters in the text.
Evaluate	HOTS	justify, judge, critique, assess, evaluate, defend, debate, review, argue	Making or defending judgments, giving reasons, critiquing ideas, reviewing arguments, or assessing ideas based on evidence or criteria.	Do you agree with the writer's view? Give reasons.
Create	HOTS	compose, write, design, develop, generate, create, devise, formulate, imagine, plan, produce	Producing original language output, ideas, texts, or responses by reformulating, extending, planning, hypothesizing, or generating new patterns and structures.	Write an alternative ending to the story.

3.1 Procedure for the Analysis of National Curriculum

The first strand of analysis focused on the SLOs stated in the National Curriculum for English at the secondary level. These SLOs were treated as indicators of the intended cognitive direction of ELE. Each SLO was extracted from the curriculum document and coded according to Bloom's Taxonomy. This classification made it possible to examine whether the curriculum mostly expected students to recall and understand language content or whether it provided sufficient space for reasoning, judgment, creativity, and independent language use. Examples of SLOs representing different cognitive processes are given below.

i. Analyze passages in the text to identify the theme/general subject, key idea/central thought ... and supporting details (Government of Pakistan, Ministry of Education, 2006, p. 97).

ii. Use pre-reading strategies to predict the content of a text from topic/picture, title/headings, key words and visuals ... (Government of Pakistan, Ministry of Education, 2006, p. 98).

iii. Organize information using various organizational patterns: sequence, comparison, contrast, classification, cause and effect (Government of Pakistan, Ministry of Education, 2006, p. 100).

LIBERAL JOURNAL OF LANGUAGE AND LITERATURE REVIEW
An International Double-Blind Peer-Reviewed Open Access Journal
ISSN (Online): 3006-3175 | ISSN (Print): 3006-3167
Volume 5, Issue 7 September, 2026

These excerpts were treated as primary data because they were taken directly from the curriculum document and were used to show how critical thinking is represented in the mandated SLOs through verbs such as analyze, predict, organize, compare, classify, and identify cause-and-effect relationships.

3.2 Procedure for the Analysis of ELT Textbooks

The second strand of analysis focused on the prescribed English textbooks for Grades IX and X. The textbook analysis focused primarily on the tasks and activities given at the end of textbook units, including comprehension questions, vocabulary tasks, grammar exercises, writing prompts, oral communication activities, and other task-based instructions. These end-of-unit tasks were selected because they represent the most direct instructional space where learners are required to respond, apply knowledge, interpret ideas, and produce language. The supplementary Dengue and Coronavirus sections in the Grade IX textbook file were not included because they are not part of the main textbook units selected for the study. Full reading texts, poems, and prose passages were not treated as independent coding units unless they were attached to a task, because Bloom's Taxonomy classifies observable learner actions rather than textual content alone (Anderson & Krathwohl, 2001). This decision helped maintain consistency between the curriculum and textbook strands, as each coded unit represented an expected learner response. Examples of textbook tasks and exercises representing different cognitive processes are given below.

i.Define patriotism. (Grade IX, Unit 2, p. 15)
ii. Compare and contrast the roles of television and newspapers. (Grade X, Unit 6, p. 72)
iii. Share an example of faithfulness. (Grade X, Unit 13, p. 160)
iv. Write and revise an application and a formal letter in an extended academic environment. (Grade X, Unit 11, pp. 88–89)

These excerpts were treated as primary data from the textbooks because they represent the actual tasks through which learners are asked to respond to texts, practise language, express opinions, compare ideas, or produce written work.

3.3 Coding the Data

The coding framework was deductive. Each curriculum SLO and textbook task was placed under one of Bloom's six cognitive levels on the basis of its action verb and required learner response. To do so, a list of prompts and processes given by Krathwohl (2002) and Mishan and Timmis (2015) was followed as shown in Table 1 above. The list helped identify and categorize performative verbs or action verbs into a cognitive skill. After coding, the frequencies and percentages of each Bloom's level were calculated separately for curriculum SLOs and textbook tasks/activities. These frequencies were then grouped into LOTS and HOTS to show the broader cognitive orientation of the curriculum and textbooks. This helped identify whether the curriculum and textbooks supported critical thinking consistently or whether they were dominated by lower-order learning.

To improve trustworthiness, inter-coder verification was employed. Two independent coders classified the selected curriculum objectives and textbook tasks according to Bloom's Taxonomy and subsequently resolved any disagreements through discussion. The initial percentage agreement between the coders was 87%, while Cohen's kappa coefficient was .82, indicating strong inter-coder reliability (Landis & Koch, 1977). This procedure helped reduce subjective bias in assigning cognitive levels to SLOs and textbook tasks. Inter-coder reliability was particularly important because some action verbs may represent different cognitive processes depending on the task context. For example, the verb write may represent a lower-order task when students are required to copy or complete a sentence, but it may represent a higher-order task when students are asked to produce an original argument, story, or reflective response. Therefore, coding decisions were based not only on isolated action verbs but also on the actual cognitive demand of each objective and textbook task. Overall, this methodology treated critical thinking not as a broad

LIBERAL JOURNAL OF LANGUAGE AND LITERATURE REVIEW
LJLLR
An International Double-Blind Peer-Reviewed Open Access Journal
ISSN (Online): 3006-3175 | ISSN (Print): 3006-3167
Volume 5, Issue 7 September, 2026

educational claim but as a measurable cognitive orientation visible in curriculum objectives and textbook tasks.

4. Findings

The findings are presented according to the two strands of the study. The first strand examines the cognitive orientation of the secondary-level English curriculum, while the second strand examines the cognitive demand of the prescribed English textbooks for Grades IX and X. Both strands are interpreted through Bloom's Taxonomy, with *Remember, Understand, and Apply* treated as lower-order thinking skills, and *Analyze, Evaluate*, and *Create* treated as higher-order thinking skills. The analysis does not treat critical thinking as a general claim only; rather, it examines how far the curriculum objectives and textbook tasks require learners to interpret, analyze, evaluate, justify, compare, argue, and produce independent responses.

4.1 Findings of the Analysis of Curriculum

The curriculum objectives were coded according to Bloom's Taxonomy to determine the distribution of lower-order and higher-order cognitive demands across Grades IX and X. The analysis showed that the National Curriculum for English at the secondary level contains a total of 93 SLOs across Grades IX and X.

Before presenting the numerical distribution, it is important to note that the curriculum itself gives explicit space to critical thinking. Competency 1 is titled Reading and Thinking Skills, and its standards require learners to search, discover, understand, read, and analyze texts through multiple reading and thinking strategies. The curriculum also states that reading should support the development of cognitive and affective domains and enable learners to think critically and creatively. Therefore, the issue is not whether critical thinking is completely absent from the curriculum, but whether it is sufficiently represented across the mandated SLOs.

Table 2: Distribution of HOTS and LOTS in Curriculum

Bloom's level	Thinking skill type	Frequency	Percentage
Remember	LOTS	18	19.35%
Understand	LOTS	29	31.18%
Apply	LOTS	16	17.20%
Analyze	HOTS	11	11.83%
Evaluate	HOTS	9	9.68%
Create	HOTS	10	10.75%
Total	–	93	100.00%

Table 3: Summary of LOTS and HOTS in Curriculum

Thinking skill type	Cognitive levels included	Frequency	Percentage
LOTS	Remember, Understand, Apply	63	67.74%
HOTS	Analyze, Evaluate, Create	30	32.26%
Total	–	93	100.00%

The table shows that the curriculum is dominated by LOTS, which account for 67.74% of the SLOs, while HOTS represent only 32.26%. This indicates that critical thinking receives limited but noticeable representation in the stated curriculum objectives. The largest proportion appears at the Understand level, which shows that the curriculum gives considerable attention to comprehension, explanation, and

LIBERAL JOURNAL OF LANGUAGE AND LITERATURE REVIEW
An International Double-Blind Peer-Reviewed Open Access Journal
ISSN (Online): 3006-3175 | ISSN (Print): 3006-3167
Volume 5, Issue 7 September, 2026

meaning-making. These skills are necessary for secondary-level language learning, but they do not by themselves ensure strong critical thinking unless they are extended toward analysis, evaluation, and creation.

Although the quantitative distribution shows a dominance of lower-order thinking, selected curriculum SLOs show that critical thinking is not absent from the curriculum. Several SLOs require learners to analyze texts, distinguish stated and implied meanings, recognize arguments and counterarguments, justify opinions, evaluate material, and propose solutions. The following excerpts from the curriculum illustrate the presence of higher-order thinking in the official curriculum.

Table 4: Excerpts from Curriculum SLOs

Excerpt from curriculum	Bloom's level	Critical thinking interpretation
"Analyze passages in the text to identify the theme/general subject, key idea/central thought ... and supporting details."	Analyze	This SLO promotes critical thinking because learners identify relationships between theme, central idea, and supporting details instead of only recalling content.
"Use pre-reading strategies to predict the content of a text from topic/picture, title/headings, key words and visuals ... by using prior knowledge, asking questions and contextual clues."	Apply/Analyze	Prediction requires learners to use prior knowledge and textual or visual clues to form meaning before reading, so it moves beyond literal comprehension.
"Apply critical thinking to interact with text ... distinguish between what is clearly stated and what is implied ... recognize arguments and counter arguments ... explore viewpoints/ideas and issues."	Analyze/Evaluate	This is a strong critical-thinking SLO because it directly requires inference, recognition of arguments, and exploration of viewpoints.
"Use critical thinking to respond orally and in writing to the text ... give a personal opinion and justify stance ... explore causes and consequences of a problem or an issue and propose various solutions ... evaluate material read."	Evaluate/Create	This SLO reflects higher-order critical thinking because students justify opinions, evaluate material, examine causes and consequences, and propose solutions.
"Write a persuasive/argumentative essay ... distinguish fact from opinion ... anticipate and respond to opposing arguments by defending point of view with factual evidence ..."	Evaluate/Create	This SLO supports critical thinking through argumentation, evidence, reasoning, and response to opposing views.

These excerpts show that the curriculum contains meaningful points where critical thinking is explicitly or implicitly promoted. The curriculum does not simply expect students to read and reproduce information; at several points, it asks them to infer, compare, evaluate, justify, and respond. However, the broader distribution of SLOs shows that such higher-order expectations are not dominant. The curriculum therefore promotes critical thinking only to a moderate extent. It includes important HOTS-oriented SLOs, but its overall structure remains more strongly shaped by lower-order learning expectations.

LIBERAL JOURNAL OF LANGUAGE AND LITERATURE REVIEW
LJLLR
An International Double-Blind Peer-Reviewed Open Access Journal
ISSN (Online): 3006-3175 | ISSN (Print): 3006-3167
Volume 5, Issue 7 September, 2026

4.2 Findings of the Analysis of ELT Textbooks

The textbook analysis covered all main units of the prescribed Grade IX and Grade X English textbooks. In Grade IX, 12 and in Grade X, 13 main units were analyzed. Thus, the textbook analysis covered 25 units in total. Both textbooks claim to support thinking skills and active learning. The Grade IX textbook states that group-based activities and open-ended questions are intended to encourage critical thinking and higher-order learning skills (Malik et al., 2023). Similarly, the Grade X textbook introduction states that learners answer literal, factual, interpretive, inferential, evaluative, personal-response, and open-ended questions, and that such work supports thinking skills (Kiyani, 2023). However, the actual distribution of tasks shows that lower-order thinking remains dominant.

Table 5: Distribution of LOTS and HOTS in ELT Textbooks

Bloom's level	Thinking skill type	Frequency	Percentage
Remember	LOTS	30	20.7%
Understand	LOTS	42	29.0%
Apply	LOTS	30	20.6%
Analyze	HOTS	16	11.0%
Evaluate	HOTS	13	9.0%
Create	HOTS	14	9.7%
Total	–	145	100.0%

Table 6: Summary of LOTS and HOTS in ELT Textbooks

Thinking skill type	Cognitive levels included	Frequency	Percentage
LOTS	Remember, Understand, Apply	102	70.3%
HOTS	Analyze, Evaluate, Create	43	29.7%
Total	–	145	100.0%

The table shows that textbook tasks and activities are dominated by lower-order thinking. Out of 145 tasks, 102 tasks (70.3%) fall under LOTS, while only 43 tasks (29.7%) fall under HOTS. This means that students are more frequently required to recall, explain, identify, complete, summarize, or apply language knowledge in controlled contexts than to analyze, evaluate, or create independent responses. The textbook data therefore suggests that critical thinking is present but not sufficiently sustained through repeated classroom-oriented tasks. To illustrate this, some excerpts from the grade IX and X textbooks are reproduced in table 7 below.

Table 7: Excerpts from Textbook Tasks and Activities

Excerpt from textbooks	Grade/Unit	Bloom's level	Critical thinking interpretation
"How will you define patriotism?"	Grade IX, Unit 2	Understand	This task mainly asks learners to explain a concept, so it supports comprehension but does not strongly require independent judgment.
"As a citizen of Pakistan what are your duties towards your country?"	Grade IX, Unit 2	Evaluate	This task can promote critical thinking because students relate the text to civic responsibility and form a value-based response.

LIBERAL JOURNAL OF LANGUAGE AND LITERATURE REVIEW
An International Double-Blind Peer-Reviewed Open Access Journal
ISSN (Online): 3006-3175 | ISSN (Print): 3006-3167
Volume 5, Issue 7 September, 2026

"Elaborate the given quote of Quaid-e-Azam Muhammad Ali Jinnah ..."	Grade IX, Unit 2	Analyze/Evaluate	This task requires interpretation of a quotation and explanation of its wider meaning, so it moves beyond simple recall.
"Write a short dialogue between a political activist and a teenager ..."	Grade IX, Unit 2	Create	This task supports higher-order thinking because learners produce original language in a communicative situation.
"Identify the topic sentence and supporting details in paragraph 3."	Grade X, Unit 1	Analyze	This task asks students to examine paragraph structure and identify the relationship between central idea and supporting evidence.
"Is Chinese belief about people having character traits of animals a fact or an opinion?"	Grade X, Unit 2	Evaluate	This task directly supports critical thinking because students distinguish fact from opinion.
"What measures should we take to bring justice in our society?"	Grade X, Unit 1	Evaluate/Create	This task encourages students to propose solutions and support opinions with reasons.
"Do you agree? Support your answer by giving relevant examples."	Grade X, Unit 10	Evaluate	This task requires students to take a position, justify it, and use examples, which makes it a strong critical-thinking task.

These excerpts show that the textbooks contain both lower-order and higher-order tasks. Questions such as "How will you define patriotism?" mainly support comprehension, while tasks requiring learners to elaborate a quotation, distinguish fact from opinion, propose measures for justice, support an opinion with reasons, or write a dialogue move closer to critical thinking. This pattern confirms the numerical findings: critical thinking is present in the textbooks, but it appears unevenly and less frequently than lower-order tasks. The textbooks therefore provide some opportunities for analysis, evaluation, and creation, but these opportunities are not frequent enough to make critical thinking a consistent design principle.

A comparison between curriculum SLOs and textbook tasks/activities shows that both strands are dominated by lower-order thinking skills. The curriculum contains 67.74% LOTS and 32.26% HOTS, while textbook tasks/activities contain 70.3% LOTS and 29.7% HOTS. This indicates that the textbook tasks/activities slightly reduce the already limited higher-order orientation of the curriculum. In other words, the movement from curriculum objectives to textbook activities does not strengthen critical thinking; rather, it maintains and slightly intensifies the dominance of lower-order learning. This is an important finding because textbooks are the main practical medium through which curriculum intentions reach classrooms.

Overall, the findings show that secondary-level ELE in Punjab promotes critical thinking only partially through its curriculum and textbooks. The primary-data excerpts support this interpretation because the curriculum includes explicit HOTS-oriented SLOs, while the textbooks contain a mixture of comprehension-based, controlled-practice, interpretive, evaluative, and creative tasks. The curriculum provides a foundation for cognitive development, but its SLOs remain mostly located in lower-order levels. The textbooks reflect this pattern and further reinforce it through exercises that prioritize factual recall, comprehension, grammar practice, and controlled responses. Higher-order tasks appear in both

LIBERAL JOURNAL OF LANGUAGE AND LITERATURE REVIEW
An International Double-Blind Peer-Reviewed Open Access Journal
ISSN (Online): 3006-3175 | ISSN (Print): 3006-3167
Volume 5, Issue 7 September, 2026

curriculum and textbooks, but they remain limited in number and consistency. Therefore, the current curriculum-textbook relationship does not provide strong enough support for sustained critical thinking development at the secondary level.

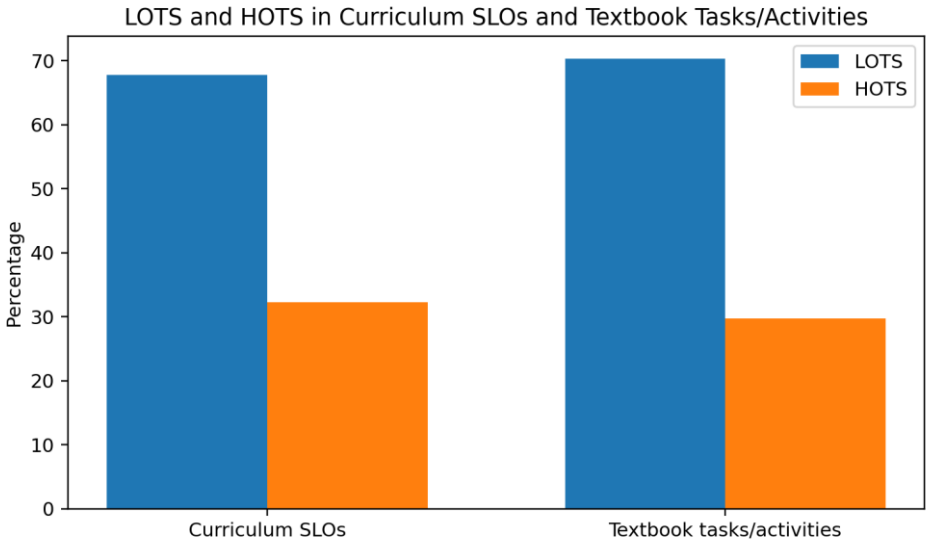


Figure 1: Comparison of LOTS and HOTS in Curriculum SLOs and Textbook Tasks/Activities

Figure 1 compares the proportion of LOTS and HOTS in curriculum SLOs and textbook tasks/activities. The comparison shows that both strands are dominated by lower-order thinking. Textbook tasks/activities show a slightly higher LOTS percentage than the curriculum, which suggests that the movement from curriculum objectives to textbook activities does not strengthen higher-order cognitive engagement.

5. Discussion

The findings suggest that secondary-level ELE in Punjab recognizes critical thinking as an educational intention, but does not yet translate this intention into a strong and consistent cognitive structure. The curriculum contains several SLOs that clearly promote higher-order thinking, including analysis of theme and central thought, distinction between stated and implied meanings, recognition of arguments and counterarguments, justification of stance, evaluation of material, and proposal of solutions. These curriculum excerpts show that critical thinking is not absent from policy. However, the numerical distribution shows that this orientation is not dominant, as 67.74% of the curriculum SLOs still fall under LOTS. The issue, therefore, is not the complete absence of critical thinking, but its limited and uneven representation.

This imbalance is important because critical thinking cannot be developed through scattered higher-order objectives only. It requires repeated movement from comprehension toward interpretation, analysis, evaluation, and creation. The curriculum's higher-order SLOs show strong potential, particularly where students are asked to explore viewpoints, defend stances, and respond to issues. Yet this potential is weakened by the larger concentration of objectives at the levels of remembering, understanding, and applying. The curriculum therefore offers a foundation for critical thinking, but it does not make critical thinking the central pattern of English language learning at the secondary level.

The textbook findings reinforce the same concern. The textbooks contain tasks that can support critical thinking, such as asking students to distinguish fact from opinion, elaborate a quotation, discuss justice in society, identify topic sentences and supporting details, support agreement or disagreement with

LIBERAL JOURNAL OF LANGUAGE AND LITERATURE REVIEW
LJLLR
An International Double-Blind Peer-Reviewed Open Access Journal
ISSN (Online): 3006-3175 | ISSN (Print): 3006-3167
Volume 5, Issue 7 September, 2026

examples, and write dialogues or essays. These tasks require learners to interpret ideas, give reasons, organize responses, and relate textual content to wider social meanings. Such activities are valuable because they create space for learners to use English as a means of reflection and expression. However, the textbooks also contain many tasks that remain limited to definition, factual comprehension, vocabulary practice, grammar completion, and controlled writing. This explains why 70.3% of the textbook tasks fall under LOTS.

The textbook excerpts also show why percentages alone are not enough. Some tasks have clear critical-thinking value, such as distinguishing fact from opinion, elaborating a quotation, proposing measures for justice, supporting agreement or disagreement with examples, and writing dialogue or extended composition. At the same time, many tasks remain limited to definition, factual comprehension, vocabulary practice, grammar completion, and guided writing. This mixture shows that critical thinking is present, but it is not systematically built into the end-of-unit task design.

The comparison between the curriculum and textbooks shows that textbook tasks do not sufficiently extend the higher-order potential present in the curriculum. The curriculum contains 32.26% HOTS, while textbook tasks contain 29.7% HOTS. Although the difference is not very large, it still suggests that the movement from curriculum objectives to textbook tasks slightly reduces higher-order cognitive demand. This weakens the role of textbooks as instruments for critical thinking. Since prescribed textbooks guide classroom teaching and examination preparation in many Pakistani schools, the dominance of lower-order textbook tasks can limit the kind of thinking students practise regularly.

The analysis also shows that the cognitive value of a task cannot be judged from the action verb alone. For example, the verb write may indicate Create when learners produce an original response, but it may remain at Apply if students simply follow a fixed format or reproduce memorized content. Similarly, share an example may support application, but it becomes more critical only when learners are asked to explain, compare, justify, or evaluate that example. Therefore, textbook writers need to design tasks with clearer cognitive demands, not only higher-order verbs (Ramzan, 2023).

The study therefore supports the view that critical thinking in secondary-level ELE in Punjab is present but unevenly developed. The curriculum includes several SLOs that explicitly support critical thinking, and the textbooks contain some open-ended, analytical, evaluative, and creative tasks. However, these features are outweighed by a stronger pattern of recall, comprehension, grammar practice, and guided response. The issue is not that lower-order thinking should be removed. Students need vocabulary, grammar, comprehension, and basic language control. The issue is that these lower-order skills should lead learners toward deeper forms of engagement. A reading task, for instance, may begin with factual comprehension, but it should move toward inference, comparison, evaluation, and personal response. A writing task may begin with a model, but it should lead students toward independent organization and reasoned expression.

This pattern has implications for curriculum planners, textbook writers, and teachers. Curriculum planners need to increase the proportion and clarity of higher-order SLOs, especially those requiring analysis, evaluation, argumentation, and creative production. Textbook writers need to ensure that end-of-unit tasks do not stop at factual recall or controlled grammar practice but regularly include interpretive, reflective, argumentative, and problem-solving activities. Teachers also need support in adapting lower-order textbook tasks into higher-order classroom activities. For example, a factual question may be extended by asking students to justify an answer, compare it with another viewpoint, connect it to contemporary life, or defend a position with reasons. In this way, even existing textbook material can be used more critically if teachers are trained to recognize and expand its cognitive demand.

Overall, the findings indicate that secondary-level ELE in Punjab promotes critical thinking only to a limited extent through its curriculum and textbooks. The curriculum gives some policy-level space to critical thinking, and the textbooks provide some practical opportunities for analysis, evaluation, and

LIBERAL JOURNAL OF LANGUAGE AND LITERATURE REVIEW
LJLLR
An International Double-Blind Peer-Reviewed Open Access Journal
ISSN (Online): 3006-3175 | ISSN (Print): 3006-3167
Volume 5, Issue 7 September, 2026

creation. Yet both strands remain dominated by lower-order cognitive demand. For ELE to move beyond rote reproduction, critical thinking must be built more consistently into curriculum objectives, textbook activities, and classroom use of materials.

6. Conclusion and Recommendations

This study used Bloom's Taxonomy as a theoretical and analytical framework to examine the extent to which secondary-level English curriculum and textbooks in Punjab promote critical thinking. The findings showed that both documents include some higher-order cognitive elements, but their overall orientation remains dominated by lower-order cognitive elements. In the curriculum, 67.74% of SLOs were placed under LOTS, while 32.26% were placed under HOTS. Similarly, textbook tasks/activities showed 70.3% LOTS and 29.7% HOTS. This indicates that critical thinking is present in secondary-level ELE, but it is not sufficiently embedded as a consistent curriculum and textbook design principle.

The study concludes that the main issue is the limited and uneven representation of HOTS. The curriculum provides some basis for analysis, evaluation, and creation, but the textbooks do not sufficiently extend this potential into classroom-oriented tasks. This was visible in the primary-data excerpts: the curriculum included SLOs requiring inference, argument recognition, justification, evaluation, and solution-building, while the textbooks offered some open-ended tasks but more frequently relied on comprehension, vocabulary, grammar, and controlled writing activities. Instead of consistently expanding the higher-order possibilities of the curriculum, the textbooks largely reproduce a lower-order pattern through controlled comprehension, grammar, vocabulary, and writing exercises. As a result, students are more frequently directed toward LOTS through recall, comprehension, and controlled application than toward HOTS such as interpretation, judgment, argumentation, and independent meaning-making. The study recommends that curriculum planners should use taxonomies of critical thinking more explicitly during the revision of SLOs to ensure stronger cognitive progression from LOTS to HOTS. Textbook writers should map exercises against Bloom's levels and include more open-ended, interpretive, argumentative, reflective, and creative tasks that require students to give reasons, evaluate ideas, compare viewpoints, connect texts with real-life issues, and produce independent responses. Teachers should also receive training to recognize the cognitive level of textbook activities and adapt low-level exercises into more critical and communicative classroom tasks.

The study was limited to document analysis of the curriculum and prescribed textbooks. It did not include classroom observations, teacher interviews, student responses, assessment papers, or examination questions. Therefore, the findings show what the curriculum and textbooks intend or provide textually, but they do not show how teachers actually implement these materials or how students respond to them in classrooms. Future research may examine classroom practices, assessment papers, and learner performance to see whether the same cognitive patterns continue in teaching and evaluation.

REFERENCES

Ahmed, H. N., & Mahmood, S. (2024). Focus on form, forms, or meaning in grammar instruction: A study of Pakistani university EFL teachers' cognition and practices. *Language Learning in Higher Education, 14*(2), 435–462. https://doi.org/10.1515/cercles-2023-0047

Anderson, L. W., & Krathwohl, D. R. (Eds.). (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives* (Complete ed.). Longman.

Bhatti, A. M., & Bashir, A. (2025). Do English textbooks deliver? A critical analysis of exercise design and expected learning outcomes in Punjab's Intermediate English Textbook 1. *Critical Review of Social Sciences and Humanities, 5*(1), 43–62.

Biggs, J. (1996). Enhancing teaching through constructive alignment. *Higher Education, 32*, 347–364. https://doi.org/10.1007/BF00138871

LIBERAL JOURNAL OF LANGUAGE AND LITERATURE REVIEW
LJLLR
An International Double-Blind Peer-Reviewed Open Access Journal
ISSN (Online): 3006-3175 | ISSN (Print): 3006-3167
Volume 5, Issue 7 September, 2026

Coleman, H. (2010). *Teaching and learning in Pakistan: The role of language in education*. British Council.

Cunningsworth, A. (1995). *Choosing your coursebook*. Heinemann.

Government of Pakistan, Ministry of Education. (2006). *National curriculum for English language: Grades I–XII*. Ministry of Education.

Hasnah, Y., Ginting, P., Supiatman, L., Kharisma, A. J., & Siahaan, H. S. (2024). How do locally produced EFL textbooks endorse critical thinking skills in Indonesia? A content analysis. *Journal of Language Teaching and Research, 15*(1), 190–200. https://doi.org/10.17507/jltr.1501.21

Higher Education Commission. (2025). *English (AD, BS, MS): Revised curricula for English degree programs*.

Hutchinson, T., & Torres, E. (1994). The textbook as agent of change. *ELT Journal, 48*(4), 315–328. https://doi.org/10.1093/elt/48.4.315

Javed, H. M. H., & Karim, S. (2024). Alignment between curriculum and textbooks of English language at secondary level: An evaluation of English language curriculum objectives. *Migration Letters, 21*(S14), 597–608.

Karim, S. (2020). *Investigating alignment between pedagogic policy and practice: An English language programme evaluation at secondary level in Pakistan* [Doctoral dissertation, University of Sheffield]. White Rose eTheses Online.

Karim, S., & Harwood, N. (2026). Alignment between intended and enacted pedagogies: A study of ELT curriculum innovation implementation in Pakistan. *System, 136*, Article 103872. https://doi.org/10.1016/j.system.2025.103872

Kiyani, S. (2023). *English 10*. Punjab Curriculum and Textbook Board.

Krathwohl, D. R. (2002). A revision of Bloom's taxonomy: An overview. *Theory Into Practice, 41*(4), 212–218. https://doi.org/10.1207/s15430421tip4104_2

Krippendorff, K. (2018). *Content analysis: An introduction to its methodology* (4th ed.). SAGE.

Landis, J. R., & Koch, G. G. (1977). The measurement of observer agreement for categorical data. *Biometrics, 33*(1), 159–174. https://doi.org/10.2307/2529310

Mahboob, A. (2017). The power of language in textbooks: Shaping futures, shaping identities. *Asian Englishes, 19*(3), 259–272. https://doi.org/10.1080/13488678.2017.1341080

Malik, R. Z., Dar, F., & Bashir, Z. (2023). *English 9*. Punjab Curriculum and Textbook Board.

Mishan, F., & Timmis, I. (2015). *Materials development for TESOL*. Edinburgh University Press. https://doi.org/10.1515/9780748691371

Rahman, T. (2008). Language policy and education in Pakistan. In N. H. Hornberger (Ed.), *Encyclopedia of language and education* (2nd ed., pp. 383–392). Springer. https://doi.org/10.1007/978-0-387-30424-3_28

Pamzan, M., Javaid, Z. K., & Ali, A. A. (2023). Perception of students about collaborative strategies employed by teachers for enhancing English vocabulary and learning motivation. *Pakistan JL Analysis & Wisdom, 2*, 146.

Ramzan, M. (2023, June). Subject-Verb Agreement Errors in ESL Students' AcademicWriting: A Surface Taxonomy Approach. In *Linguistic Forum–A Journal of Linguistics* (Vol. 5, No. 2, pp. 16-21).

Richards, J. C. (2013). Curriculum approaches in language teaching: Forward, central, and backward design. *RELC Journal, 44*(1), 5–33. https://doi.org/10.1177/0033688212473293

Shah, W. A. (2025). *Discursive normativities and ruptures in ELT textbooks and pedagogy in Pakistan: A Southern critical discourse studies perspective* [Doctoral dissertation, University of Jyväskylä]. JYU Dissertations, 935.

Shamim, F. (2008). Trends, issues and challenges in English language education in Pakistan. *Asia Pacific Journal of Education, 28*(3), 235–249. https://doi.org/10.1080/02188790802267324

LIBERAL JOURNAL OF LANGUAGE AND LITERATURE REVIEW
An International Double-Blind Peer-Reviewed Open Access Journal
ISSN (Online): 3006-3175 | ISSN (Print): 3006-3167
Volume 5, Issue 7 September, 2026

Shamim, F., & Rashid, U. (2019). The English/Urdu-medium divide in Pakistan: Consequences for learner identity and future life chances. *Journal of Education and Educational Development, 6*(1), 43–61.

Siddique, M., Jabeen, R., & Bhutto, A. (2024). Interdependence of critical thinking and active participation in constructivist learning for public secondary students. *International Journal of Trends and Innovations in Business & Social Sciences, 2*(3), 423–432. https://doi.org/10.48112/tibss.v2i3.880

Soe, T. (2024). Investigating critical thinking in ELT textbooks: A systematic literature review of textbook evaluation studies. *Theory and Practice of Second Language Acquisition, 10*(1), 1–29. https://doi.org/10.31261/TAPSLA.13882

Tomlinson, B. (2012). Materials development for language learning and teaching. *Language Teaching, 45*(2), 143–179. https://doi.org/10.1017/S0261444811000528

UNESCO. (2025, April 12). *Media and information literacy and digital competencies*. https://www.unesco.org/en/articles/media-and-information-literacy-and-digital-competencies

Vincent-Lancrin, S., González-Sancho, C., Bouckaert, M., de Luca, F., Fernández-Barrera, M., Jacotin, G., Urgel, J., & Vidal, Q. (2019). *Fostering students' creativity and critical thinking: What it means in school*. OECD Publishing. https://doi.org/10.1787/62212c37-en

Warsi, J. (2004). Conditions under which English is taught in Pakistan: An applied linguistic perspective. *SARID Journal, 1*(1), 1–9.

Zamir, M. A., Amjad, K., & Sher, S. F. (2026). Investigating critical thinking in Pakistani ELT practices: A systematic review of published research. *Qualitative Research Journal for Social Studies, 3*(1), 31–43. https://doi.org/10.63878/qrjs923