

The study was conducted to investigate whether the application of cognitive teaching tools, strategies, and techniques through cognitive teaching model help develop creative thinking and other higher-order thinking skills of the students of literature at Master's level.

The study comprised two phases: phase I was survey, while phase II was experimental. In phase I (survey) three questionnaires were prepared: one for the students, second for the teachers, and third for the chairpersons of English departments. The questionnaires were used to collect data about the existing literature teaching methods in Pakistani universities and colleges. The data collected were tabulated and analyzed on mean score and calculated to find out the central tendency of responses. In phase II of study (experimental), experiment was carried out for two months. The sample was 138 students of M.A. English at International Islamic University, Islamabad studying Romantic Poetry and Fiction II (Modern Fiction). 68 students of Romantic poetry were randomly divided into two groups: 34 in controlled group and 34 in experimental group. Similarly 68 students of Fiction II were randomly divided into two groups: 34 in controlled group and 34 in experimental group. Relevant pre-tests were conducted on all the four groups before the start of the experiment and post-tests at the end of the treatment period that was two months.

The data collected through achievement tests were scored and analyzed by applying z test. Phase I of the study concluded that the existing literature teaching methods are traditional and do not develop students' creative thinking and other higher-order thinking skills. Phase II concluded that the application of cognitive teaching strategies and techniques through cognitive teaching model could help develop creative thinking and other higher-order thinking skills of the students of literature