

ENSURING UNIFIED LEARNING: EVALUATING THE IMPLEMENTATION OF ENGLISH TEACHING METHODS IN SNC CURRICULUM

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ABSTRACT

This study examines the gap between the intended and enacted implementation of teaching methods of the English Single National Curriculum (SNC) in Pakistan. It specifically focuses on discussion, role play, concept map, jigsaw, and inquiry teaching methods. The present study used a quantitative research design, and data was gathered through a self-administered survey (SNCETMQT) of 268 grade 5 English teachers in public primary schools in the Sheikhpura district. The study revealed that discussion method showed a relatively high implementation rate of 71%, while 29% gap exists, role play method with a implementation rate 60%, while 40% gap exists, concept map method also shows implementation rate of 60%, while 40% gap exists, jigsaw method highlights implementation rate of 69%, while 31% gap exists, inquiry method with only 36% implementation rate while 64% gap exists. The study also found notable differences between urban and rural teachers in the implementation of certain methods. Urban teachers rated the concept map method higher, while rural teachers rated the inquiry method higher. These differences suggest that contextual factors, such as access to resources and professional development opportunities, play a significant role in how teaching methods are perceived and implemented. To bridge these gaps, it is recommended that policymakers and educators allocate more resources for professional development and provide ongoing support to teachers. Training programs should focus on equipping teachers with the skills and knowledge to implement diverse teaching methods effectively. Additionally, efforts should be made to ensure that all schools have access to the necessary instructional materials and resources.

Keywords: Single National Curriculum, discussion method, role play method, concept map, jigsaw method, Inquiry method.

1.INTRODUCTION

Teaching methods are pivotal in shaping the educational experiences and outcomes of students. The selection and implementation of appropriate teaching strategies can significantly influence students' engagement, comprehension, and overall academic success. Effective teaching methods facilitate the transmission of knowledge and the development of critical thinking, problem-solving skills, and the ability to apply knowledge in real-world contexts (Hassan et al., 2022). Renowned curriculum theorists have provided various definitions of teaching methods. According to Tyler (1949), teaching methods are organized approaches that facilitate learning, allowing students to achieve educational goals efficiently. Bloom (1956) defined

teaching methods as structured sequences of instructional activities designed to promote specific cognitive, affective, and psychomotor outcomes. These definitions underscore the strategic and systematic nature of effective teaching methodologies.

English SNC aims to achieve planned goals since its implementation in August 2021 (Abbas et al., 2022; Irfan, 2021). The gap between Pakistan's public, private, and Deni Madaras educational systems hampers curriculum implementation, leading to social fragmentation and a workforce needing more essential skills. The SNC is designed as a unified vision, promoting universal education with a single curricular structure applicable to all grade levels

(Ahmed., 2020; Tayyab et al., 2022). The primary objectives of SNC are to harmonize educational systems, improve societal standards, and establish uniformity in the curriculum, instructional medium, and assessment techniques, thereby guaranteeing fair and equal access to high-quality education for all children (Dilshad et al., 2023; Qureshi, 2022). The primary objective of the English SNC is to enhance English language proficiency from an early age, equipping students for a globally interconnected society through incorporating vocabulary, grammar, pronunciation, and comprehension (Mushtaq et al., 2022).

English SNC defined various competencies for Grade V English, encompass a comprehensive development of language skills, emphasizing oral communication, reading and critical thinking, formal and lexical aspects of language, writing skills, and ethical and social development (Irfan, 2021). These competencies aim to enhance pronunciation, stress, and intonation for effective communication; foster comprehension and critical analysis of diverse texts; expand vocabulary and grammatical accuracy; promote fluent and purposeful writing; and cultivate ethical and social values suitable for a multicultural society (Qureshi, 2022). Therefore, to obtain the planned English competencies, teachers should effectively implement various teaching methods to achieve the English intended competencies.

The present study focuses on five essential teaching methods outlined in the English SNC document: discussion, role play, concept maps, jigsaw, and inquiry. The discussion method involves interactive dialogues to enhance verbal communication skills and critical thinking. Role play encourages students to act out scenarios, improving their social skills and practical language application. Concept maps provide visual representations to aid in understanding and retaining information. The jigsaw method promotes collaborative learning by dividing tasks among students who share their findings with peers. Lastly, the inquiry method fosters critical thinking and problem-solving by encouraging students to ask questions and seek answers independently.

The present study examines the gap between the intended and enacted implementation of teaching methods of English SNC, specifically relation discussion, role play, concept maps, jigsaw, and inquiry. It also examines the gap in implementing the

teaching methods of English SNC between urban and rural settings.

2. Research Objectives

- 1.** To find out the gaps between intended and enacted teaching methods about discussion methods of English at primary levels.
- 2.** To identify the gaps between intended and enacted teaching methods about role play method of English at primary levels.
- 3.** To investigate the gaps between intended and enacted teaching methods about concept map method of English at primary levels.
- 4.** To explore the gaps between intended and enacted teaching methods about jigsaw method of English at primary levels.
- 5.** To find out the gaps between intended and enacted teaching methods about inquiry method of English at primary levels.
- 6.** To find out the gaps between intended and enacted teaching methods in urban and rural area of English at primary levels.

3. Literature Review

Teaching methods are the primary element of educational practice, encompassing educators' diverse strategies and techniques to facilitate learning. Efficient pedagogical approaches are essential for attaining educational goals, fostering student involvement, and promoting the retention and utilization of knowledge. The selection and application of instructional techniques substantially impact the calibre of education and students' achievements. Ali et al. (2020) argue that choosing the right teaching strategies can significantly improve the learning environment, creating a better atmosphere for student achievement. Furthermore, Brown and Lee (2021) emphasize that various teaching methods can accommodate multiple learning styles, optimizing educational efficacy. The successful execution of the Single National Curriculum (SNC) in Pakistan is contingent upon proficiently utilizing various pedagogical approaches. The primary objective of the SNC is to establish uniformity in education throughout the nation, guaranteeing that every student, irrespective of their socio-economic or cultural background, is provided with a superior quality education. Employing effective teaching methods is crucial for attaining the objectives of the SNC, as they facilitate student engagement, foster critical thinking, and

guarantee the practical utilization of knowledge. Khan and Shah (2021) argue that incorporating innovative teaching methods into the SNC framework is essential for addressing the varied requirements of students and closing educational gaps. In addition, Aslam and Iqbal (2022) contend that implementing effective teaching methods is crucial in promoting Pakistan's more inclusive and fair education system.

The discussion method is an interactive pedagogical approach involving students in dialogues, improving their verbal communication and critical thinking abilities. This approach entails teacher-led dialogues where students are prompted to articulate their ideas, examine different perspectives, and rigorously assess information. Recent research has indicated that the discussion method can positively impact students' cognitive and linguistic capabilities. A study conducted by Khan et al. (2021) demonstrated that the implementation of discussion-based activities in classrooms in Pakistan resulted in enhanced critical thinking skills and verbal communication abilities among students. According to a study by Malik and Awan (2022), the discussion method in Pakistani classrooms has substantially impacted students' cognitive and linguistic abilities. Anderson and Chen (2023) found that engaging in interactive discussions during language classes improved students' ability to analyze information and increased their speaking confidence. A separate investigation by Qureshi and Ullah (2022) emphasized that students who engaged in frequent discussions exhibited elevated levels of involvement and academic achievement.

Role play is a pedagogical method that involves students engaging in simulated scenarios to enhance their language skills and develop their social interactions. This approach effectively instructs negotiation skills, emotional articulation, and practical language usage. Engaging in role-play activities facilitates the cultivation of empathy, enhances communication proficiency, and fosters an appreciation for diverse viewpoints among students. A study by Ahmad and Malik (2022) emphasized the beneficial influence of role play on the emotional intelligence and social skills of students in schools in Pakistan. Furthermore, Smith and Jones (2020) proved that incorporating role-play exercises into English language teaching substantially impacted students' proficiency in applying language skills in authentic situations. In their study, Hussain et al. (2021) discovered that role-play activities had a dual

effect: they improved language proficiency and heightened students' motivation and involvement in learning.

Concept maps are graphical instruments that help students arrange and illustrate knowledge, augmenting their comprehension and memory of information. This approach is especially beneficial for instructing intricate topics by dissecting information into manageable visual segments. Concept maps promote systematic cognition and facilitate students' comprehension of the interconnections among various concepts. The study by Ali and Raza (2021) demonstrated that using concept maps in classrooms in Pakistan had a substantial positive impact on students' ability to retain and comprehend English literary texts. Moreover, a recent investigation conducted by Brown and Lee (2022) revealed that using concept maps in language learning settings enhanced the depth of learning and improved information integration. A subsequent study by Nazir and Anwar (2023) substantiated the efficacy of concept maps in facilitating students' comprehension of intricate concepts and enhancing their overall academic achievement.

The jigsaw method is a collaborative learning technique in which students collaborate in groups to accomplish distinct portions of a task and present their discoveries to the entire class. This approach facilitates cooperative learning, fosters peer engagement, and cultivates the development of critical thinking and analytical abilities. The jigsaw method promotes responsibility and teamwork by assigning tasks to students and having them teach their peers. The study conducted by Yousaf and Akhtar (2023) revealed that implementing the jigsaw method enhanced collaborative abilities and academic achievement among students in Pakistani schools. Furthermore, Johnson and Stewart (2021) documented that implementing the jigsaw technique improved critical thinking skills and enhanced collaborative abilities among students.

The inquiry method entails students actively acquiring information by posing inquiries and conducting investigations. This approach fosters autonomy in thinking, the ability to solve problems, and the self-guided acquisition of knowledge, thereby stimulating critical thinking and the practical utilization of information. Inquiry-based learning facilitates in-depth exploration of topics and fosters students' comprehensive comprehension of the

subject matter. A study conducted by Iqbal and Saeed (2022) revealed that implementing inquiry-based learning substantially impacted students' problem-solving capabilities and critical thinking aptitude in Pakistani classrooms. Barron and Darling-Hammond (2020) emphasized the favourable influence of inquiry-based projects on student involvement and academic success in various educational environments. A separate investigation by Mustafa and Saleem (2021) demonstrated that implementing inquiry-based learning resulted in a more profound fascination with the content, improving academic achievement and heightened student motivation. Although many studies have investigated the efficacy of specific teaching approaches, more comprehensive research must be done comparing the execution and influence of multiple teaching methods within the context of the Single National Curriculum (SNC) in Pakistan. The current body of literature frequently emphasizes individual techniques only after adequately considering their incorporation into a cohesive curriculum. Furthermore, there needs to be more empirical evidence regarding teachers' difficulties and implementation deficiencies in various locations, especially in rural versus urban environments. This study addresses these deficiencies by comprehensively analyzing the efficacy of different instructional techniques specified in the SNC document, such as discussion, role play, concept maps, jigsaw, and inquiry methods. This research aims to provide comprehensive insights that can

inform policy and practice by analyzing the gap between the intended and enacted teaching methods and investigating the variations in their implementation across diverse educational settings. It is essential to address these deficiencies to improve the standard and uniformity of English education in Pakistan. It will ensure that the objectives of the SNC are successfully achieved and that all students receive a comprehensive and fair educational experience.

4. Research Methodology

The study employed a quantitative research design utilizing a survey method to investigate the gap between intended and enacted teaching methods of English SNC. These factors include discussion method, role play method, concept map method, jigsaw method and inquiry method. The study utilized a self-developed Single National Curriculum of English Teaching Methods Questionnaire for Teachers (SNCETMQT) that has received expert validation. The analysis was performed quantitatively using a three-point Likert scale. The researcher obtained prior approval from the respondents for data collection. The researcher employed the technique of simple random sampling to select the sample. The study's sample consisted of 268 primary school teachers in the Sheikhpura district through Google forms, with 120 participants from urban areas and 148 from rural areas.

5. Data Analysis and Interpretation

Objective 1:

To investigate the gap between intended and enacted teaching methods of the English Single National Curriculum regarding discussion method

Table 1: Interpretation of Discussion Teaching Method

Sr. No	Discussion Method	N %	UTSE %	Y %	M	STD
1	I used discussion method to improve verbal communication skills of students.	9	7	84	2.76	0.60
2	I used this method for providing opportunity to students to express their opinion.	14	13	73	2.60	0.73
3	I used this method to enhance students' ability to critically analyze literary texts.	21	14	65	2.44	0.82
4	I used this method for developing concept clarity of students in literary texts.	19	15	66	2.47	0.80
5	I used this method to familiarize students about English language.	18	14	68	2.51	0.78
Overall Total		16	13	71	2.56	0.75

The data analysis in Table 1 indicates that 71% of the discussion method is implemented while teaching English SNC. In comparison, there is a gap of 29%, with a mean score of 2.56 and a moderate standard deviation of 0.75.

Objective 2:

To explore the gap between intended and enacted teaching methods of the English Single National Curriculum regarding role play method.

Table 2: Interpretation of Role Play Teaching Method

Sr. No	Role Play	N %	UTSE %	Y %	M	STD
1	I used role play method to teach negotiation function of English language.	16	35	49	2.34	0.73
2	I used this method for teaching emotions in English language.	37	16	47	2.10	0.91
3	I used this method to provide students with real life use of English language.	12.3	13.1	74.6	2.62	0.70
4	I used role play method to develop social skills in students.	11.6	11.6	76.9	2.76	0.43
5	I used this method for vocabulary retention of students.	31.7	11.6	56.7	2.31	0.86
6	I used this method to improve spoken English skills of pupils.	16	29.1	54.9	2.43	0.72
Overall Total		21	19	60	2.43	0.72

Table 2 shows that teachers do not utilize the role play method for creating emotions in students with lowest percentage of 47%, indicated by lower mean of 2.10 and higher standard deviation of 0.91. The analysis shows that 60% of role play method is implemented, while there is a gap of 40%, suggesting a generally positive perception of the implementation of role play method while teaching English SNC.

Objective 3:

To identify the gap between intended and enacted teaching methods of the English Single National Curriculum regarding concept map method.

Table 3. Interpretation of Concept Map Teaching Method

Sr. No	Concept Map	N %	UTSE %	Y %	M	STD
1	I used concept map to provide a clear visual representation of literary texts.	14	11	75	2.62	0.71
2	I used this method to improve student’s retention ability of English concepts.	9	12	79	2.71	0.61
3	I used this method for systematic and quick paragraph writing.	18	31	51	2.33	0.77
4	I used this method to helped students to attempt writing as individual task.	12	30	58	2.46	0.70
Overall Total		13	21	60	2.53	0.70

Table 3 ascertained that 60% of concept map teaching method is effectively implemented, while there is a gap of 40%. The results suggest that there is still room for improvement to ensure more consistent and comprehensive support from tutors in the implementation of English SNC using concept map method.

Objective 4:

To examine the gap between intended and enacted teaching methods of the English Single National Curriculum regarding jigsaw method.

Table 4. Interpretation of Jigsaw Teaching Method

Sr. No	Jigsaw Method	N	UTSE	Y	M	STD
1	I used Jigsaw method in refining the thought process of students in English language.	18%	12%	70%	2.51	0.79
2	It helps students in imparting effective listening skills.	22	13	65	2.42	0.83
3	It helps students in shaping analytical ability in English language.	26	20	54	2.28	0.85
4	I used this method for identifying less responsive students in English language.	12	14	74	2.63	0.68
5	I used this method to promote collaborative learning of students working on English language.	14	11	75	2.60	0.73

6	I used this method to enhance peer interaction for using English in conversation.	11	11	78	2.66	0.67
Overall Total		17	13	69	2.52	0.76

Table 4 shows that 69% of jigsaw teaching method is implemented for teaching English SNC, while there is a gap of 31%. The results suggest that there is still room for improvement to ensure more consistent and comprehensive support to students in the implementation of SNC using jigsaw method.

Objective 5:

To explore gap between intended and enacted teaching methods of the English Single National Curriculum regarding inquiry method.

Table 5. Interpretation of Inquiry Teaching Method

Sr. No	Inquiry Method	N %	UTSE %	Y %	M	STD
1	I used inquiry method for giving un-solved questions to students as home-work.	53	12	35	2.04	0.92
2	It promotes critical thinking of students in English language.	43	19	38	2.03	0.90
3	It assists students in self-assessment for learning English language.	45	14	41	2.07	0.92
4	I used this method for allowing students to ask questions and seek answer in English learning.	49	16	35	1.94	0.93
5	I used this method to increase the problem solving ability of students in English.	45	20	34	1.99	0.90
6	I used this method to provide self-directed learning environment to students.	48	17	35	1.98	0.94
Overall Total		48	16	36	2.01	0.92

Table 4 highlighted that 36% of inquiry teaching method is implemented for teaching English SNC, while there is a gap of 64%. The results suggest that there is still sufficient room for improvement to ensure more consistent and comprehensive support to students in the implementation of SNC using inquiry method.

Table 6. Interpretation of Findings of Teaching Methods

Sr. No	Teaching Methods	N %	UTSE %	Y %	Gap %	M	STD
1	Discussion method	16	13	71	29	2.56	0.75
2	Role Play Method	21	19	60	40	2.43	0.72
3	Concept Map	13	21	60	40	2.53	0.70
4	Jigsaw Method	17	13	69	31	2.52	0.76
5	Inquiry Method	48	16	36	64	2.01	0.92
Overall Total		24	17	59	41	2.41	0.77

The findings from Table 5 provide a comprehensive overview of the determinants of teaching methods; among the determinants. The analysis indicates that 59% of all the teaching methods are implemented whereas 41% gap exists. The findings underscore the need for 41% more focused improvements, particularly in enhancing inquiry teaching method of curriculum implementation to support the effective implementation of English SNC.

Objective 6:

To explore differences between intended and enacted of the English Single National Curriculum in rural and urban areas.

Table 7. Independent Sample T-Test on Overall Teaching Methods English SNC in Terms of Locale

Sr No.	Teaching Methods	M		SD		T	Dif	Sig
		U	R	U	R			
1	Discussion Method	2.58	2.50	0.72	0.77	- 1.11	266	0.87
2	Role Play Method	2.39	2.42	0.74	0.70	- 0.28	266	0.46
3	Concept Map	2.55	2.50	0.70	0.70	- 2.06	266	0.00
4	Jigsaw Method	2.55	2.48	0.74	0.78	- 1.59	266	0.06
5	Inquiry Method	1.95	2.08	0.92	0.90	0.69	266	0.01
	Overall	2.40	2.40	0.76	0.77			0.03

Table 6 indicates that concept map teaching methods exhibit statistically significant results, with mean scores of 2.55 in urban areas and 2.50 in rural areas, significant t-value of -0.77 and significance (p-value) of 0.00, Urban teachers rate this method slightly higher than rural teachers, suggesting a difference in its perceived effectiveness or implementation. Similarly, inquiry teaching method exhibit statistically significant results, with mean scores of 1.95 in urban areas and 2.08 in rural areas, significant t-value of 0.90 and significance (p-value) of 0.01 suggesting Rural teachers rate this method higher than urban teachers, suggesting a divergence in how this method is perceived or implemented. However, there are no significant differences observed in rest of the teaching methods.

6. Findings of the Study

The findings of this study highlight significant gaps between the intended and enacted teaching methods of the English Single National Curriculum (SNC) in Pakistan. The analysis reveals that while some teaching methods are implemented to a considerable extent, there remain substantial gaps that need to be addressed to achieve the curriculum's full potential. The discussion method showed a relatively high implementation rate of 71%, suggesting that teachers find this method effective in enhancing verbal communication and critical thinking skills. However, a gap of 29% indicates that further efforts are needed to ensure consistent use of this method across different classrooms. The role play method, with a 60% implementation rate, demonstrates its potential in teaching negotiation, emotional expression, and real-life language application. Nevertheless, a significant gap of 40% suggests that many teachers may lack the resources or training to effectively integrate this method into their teaching practices. The concept map method also shows a 60% implementation rate, indicating its usefulness in helping students organize and retain information.

The gap here, too, stands at 40%, highlighting the need for better support and training for teachers to utilize this method fully.

The jigsaw method, which promotes collaborative learning and critical thinking, is implemented in 69% of cases, with a 31% gap. This suggests that while the method is appreciated for its benefits, there are still barriers to its widespread adoption. The most significant gap is observed in the inquiry method, with only 36% implementation and a 64% gap. This underscores a critical need for professional development and resources to help teachers foster independent thinking and problem-solving skills through inquiry-based learning. The study also found notable differences between urban and rural teachers in the implementation of certain methods. Urban teachers rated the concept map method higher, while rural teachers rated the inquiry method higher. These differences suggest that contextual factors, such as access to resources and professional development opportunities, play a significant role in how teaching methods are perceived and implemented.

7. Conclusion

This study evaluated the gaps between the intended and enacted teaching methods of the English Single National Curriculum (SNC) in Pakistan, specifically focusing on discussion, role play, concept map, jigsaw, and inquiry methods. Through a quantitative research design, data were gathered from English teachers in public primary schools in the Sheikhpura district to assess the extent and effectiveness of these teaching methods. The findings revealed substantial gaps in the implementation of these methods, with the inquiry method being the least utilized. Additionally, significant disparities were noted between urban and rural teachers, with urban teachers showing a higher implementation rate for certain methods. These gaps highlight the need for targeted professional development and resource allocation to ensure the

consistent and effective use of these teaching methods. The analysis suggests that while discussion, role play, concept maps, and jigsaw methods are moderately implemented, their full potential is hindered by insufficient training and resources. The considerable gap in the inquiry method emphasizes the need for more robust support and training for teachers. To address these gaps, it is recommended that the Government of Punjab invest in professional development programs tailored to enhancing teaching skills and allocate funds to ensure equitable distribution of resources and training opportunities across urban and rural areas. School heads should facilitate the implementation of diverse teaching methods by providing necessary materials and creating an environment that supports innovative teaching practices. Teachers should actively participate in training sessions and apply the learned techniques in the classroom, collaborating with peers to share best practices and continuously improve teaching methods. By implementing these recommendations, stakeholders can work towards bridging the gaps identified in this study, thereby improving the quality and consistency of English education in Pakistan. This will ensure that the objectives of the SNC are met, providing all students with equitable and high-quality educational opportunities.

10. Discussion

The present study revealed that the discussion method was 71% implemented, with a 29% gap, which is consistent with Khan et al. (2021), who conducted a study in Pakistani classrooms. They found that discussion-based activities significantly improved students' critical thinking and verbal expression, yet there were challenges in consistent implementation due to insufficient training and resources. This aligns with our findings, indicating that while the discussion method is widely adopted, there are areas needing improvement to achieve full implementation. The role play method showed a 60% implementation rate, with a 40% gap, similar to findings by Ahmad and Malik (2022) in Pakistani schools. Their study highlighted the positive impact of role play on emotional intelligence and social skills but also pointed out that many teachers lacked the necessary training and support to effectively employ this method. This supports our results, suggesting that role play is beneficial but underutilized due to gaps in professional development and resource allocation.

Concept maps were found to be 60% implemented, with a 40% gap, consistent with research by Ali and Raza (2021), who reported significant improvements in students' retention and comprehension of English literary texts using concept maps. However, they also noted that teachers often struggled with integrating this method into their daily teaching practices due to a lack of training and support. This echoes our findings, indicating a need for more comprehensive integration strategies and professional development to enhance the use of concept maps. The jigsaw method was implemented by 69% of teachers, with a 31% gap, aligning with Yousaf and Akhtar (2023), who found that the jigsaw method improved collaborative skills and academic performance in Pakistani schools. They highlighted the challenges teachers face in managing group activities and ensuring equal participation among students. This is consistent with our findings, suggesting that while the jigsaw method is effective, its full potential is not realized due to implementation challenges.

The inquiry method had the lowest implementation rate at 36%, with a significant 64% gap, which is consistent with Iqbal and Saeed (2022). Their study in Pakistani classrooms found that inquiry-based learning significantly enhanced students' problem-solving abilities and critical thinking skills but was hindered by a lack of training and resources. This supports our findings, indicating that despite its benefits, the inquiry method is underutilized due to substantial gaps in teacher preparation and resource availability. When comparing the perceptions of urban and rural teachers, significant differences emerge in the use of concept map and inquiry methods. Urban teachers rated the concept map method higher, while rural teachers rated the inquiry method higher, suggesting different challenges and needs in these locales. This aligns with Malik and Awan (2020), who noted that urban teachers often have better access to resources and training, while rural teachers face more significant challenges in these areas. Overall, the study highlights the need for targeted professional development and resource allocation to bridge the gaps between intended and enacted teaching methods. Ensuring consistent and comprehensive support for teachers is crucial for the effective implementation of the SNC and for enhancing the quality of English education in Pakistan.

8. Recommendations

The study concludes that instruction materials, teaching methodologies, teachers' professional training and formative assessment strategies are vital factors that impact on curriculum implementation. It is recommended that school should implement all these variables if they really want to improve the performance in curriculum implementation.

1. Government should invest in professional development programs tailored to enhancing teachers' skills in discussion, role play, concept map, jigsaw, and inquiry methods. Government should also ensure equitable distribution of resources and training opportunities across urban and rural areas.
2. School heads should facilitate the implementation of diverse teaching methods by providing necessary materials and creating an environment that supports innovative teaching practices through monitoring mechanisms
3. Teachers should actively participate in training sessions and apply the learned techniques in the classroom through collaboration with peers to share best practices and seek continuous improvement in teaching methods to enhance student engagement and learning outcomes.

By implementing these recommendations, stakeholders can work towards bridging the gaps identified in this study, thereby improving the quality and consistency of English education in Pakistan. This will ensure that the objectives of the SNC are met, providing all students with equitable and high-quality educational opportunities.

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APENDEX-A

SINGLE NATIONAL CURRICULUM OF ENGLISH TEACHING METHODS QUESTIONNAIRE FOR TEACHERS (SNCETMQT)

SR No	Teaching Methods	No	UTSE	Yes
Discussion Method				
1	I used discussion method to improve verbal communication skills of students. میں نے طلباء کی زبانی بات چیت کی مہارت کو بہتر بنانے کے لیے بحث کا طریقہ استعمال کیا۔			
2	I used this method for providing opportunity to students to express their opinion. میں نے یہ طریقہ طلباء کو اپنی رائے کے اظہار کا موقع فراہم کرنے کے لیے استعمال کیا۔			
3	I used this method to enhance students' ability to critically analyze literary texts. میں نے اس طریقہ کو طالب علموں کی ادبی تحریروں کا تنقیدی تجزیہ کرنے کی صلاحیت کو بڑھانے کے لیے استعمال کیا۔			
4	I used this method for developing concept clarity of students in literary texts. میں نے یہ طریقہ ادبی تحریروں میں طلبہ کے تصور کی وضاحت کے لیے استعمال کیا۔			
5	I used this method to familiarize students about English language. میں نے یہ طریقہ طلباء کو انگریزی زبان سے واقف کرنے کے لیے استعمال کیا۔			
Role Play				
1	I used role play method to teach negotiation function of English language. میں نے انگریزی زبان کے گفت و شنید کے فنکشن کو سکھانے کے لیے رول پلے کا طریقہ استعمال کیا۔			
2	I used this method for teaching emotions in English language. میں نے یہ طریقہ انگریزی زبان میں جذبات کی تعلیم کے لیے استعمال کیا۔			
3	I used this method to provide students with real life use of English language. میں نے یہ طریقہ طلباء کو انگریزی زبان کا حقیقی زندگی میں استعمال فراہم کرنے کے لیے استعمال کیا۔			
4	I used role play method to develop social skills in students.			

	میں نے طلباء میں سماجی مہارتوں کو فروغ دینے کے لیے رول پلے کا طریقہ استعمال کیا۔			
5	I used this method for vocabulary retention of students. میں نے یہ طریقہ طلبہ کے الفاظ کو برقرار رکھنے کے لیے استعمال کیا۔			
6	I used this method to improve spoken English skills of pupils. میں نے یہ طریقہ شاگردوں کی انگریزی بولنے کی مہارت کو بہتر بنانے کے لیے استعمال کیا۔			
Concept Map				
1	I used concept map to provide a clear visual representation of literary texts. میں نے ادبی متن کی واضح بصری نمائندگی فراہم کرنے کے لیے تصور کا نقشہ استعمال کیا۔			
2	I used this method to improve student's retention ability of English concepts. میں نے یہ طریقہ طالب علم کی انگریزی تصورات کو برقرار رکھنے کی صلاحیت کو بہتر بنانے کے لیے استعمال کیا۔			
3	I used this method for systematic and quick paragraph writing. میں نے یہ طریقہ منظم اور فوری پیراگراف لکھنے کے لیے استعمال کیا۔			
4	I used this method to help students to attempt writing as individual task. میں نے اس طریقہ کو طالب علموں کو انفرادی کام کے طور پر لکھنے کی کوشش کرنے میں مدد کرنے کے لیے استعمال کیا۔			
Jigsaw Method				
1	I used Jigsaw method in refining the thought process of students in English language. طریقہ Jigsaw میں نے انگریزی زبان میں طلباء کے سوچنے کے عمل کو بہتر بنانے کے لیے استعمال کیا۔			
2	It helps students in imparting effective listening skills. یہ طالب علموں کو سننے کی موثر مہارتیں فراہم کرنے میں مدد کرتا ہے۔			
3	It helps students in shaping analytical ability in English language. یہ طلباء کو انگریزی زبان میں تجزیاتی صلاحیت کی تشکیل میں مدد کرتا ہے۔			
4	I used this method for identifying less responsive students in English language. میں نے یہ طریقہ انگریزی زبان میں کم جواب دینے والے طلباء کی شناخت کے لیے استعمال کیا۔			
5	I used this method to promote collaborative learning of students working on English language. میں نے یہ طریقہ انگریزی زبان پر کام کرنے والے طلباء کے باہمی تعاون کے ساتھ سیکھنے کو فروغ دینے کے لیے استعمال کیا۔			
6	I used this method to enhance peer interaction for using English in conversation. میں نے یہ طریقہ گفتگو میں انگریزی استعمال کرنے کے لیے ہم مرتبہ کے تعامل کو بڑھانے کے لیے استعمال کیا۔			
Inquiry Method				
1	I used inquiry method for giving un-solved questions to students as home-work. میں نے ہوم ورک کے طور پر طلباء کو غیر حل شدہ سوالات دینے کے لیے انکوائری کا طریقہ استعمال کیا۔			
2	It promotes critical thinking of students in English language. یہ انگریزی زبان میں طلباء کی تنقیدی سوچ کو فروغ دیتا ہے۔			
3	It assists students in self-assessment for learning English language. یہ انگریزی زبان سیکھنے کے لیے طلباء کی خود تشخیص میں مدد کرتا ہے۔			
4	I used this method for allowing students to ask questions and seek answer in English learning. میں نے اس طریقہ کو طلباء کو انگریزی سیکھنے میں سوالات پوچھنے اور جواب تلاش کرنے کی اجازت دینے کے لیے استعمال کیا۔			
5	I used this method to increase the problem solving ability of students in English. میں نے یہ طریقہ انگریزی میں طلباء کی مسئلہ حل کرنے کی صلاحیت کو بڑھانے کے لیے استعمال کیا۔			
6	I used this method to provide self-directed learning environment to students.			

میں نے اس طریقہ کو طلباء کو خود ہدایت سیکھنے کا ماحول فراہم کرنے کے لیے استعمال کیا۔

APENDEX-B

List of Experts for Validation of SNCEIQT

The validity of above questionnaire was taken from the following;

Name	Designation	Institution
Dr. Ayaz Muhammad Khan	Associate Professor, Director Division of University of Education, Lahore.	University of Education, Lahore.
Dr. Tariq Mahmood CH.	Director of Institute of Education and Research, Lahore.	Punjab University, Lahore
Dr. NasirMehmood	Director PEC	PEC, Wahdat Road, Lahore.
Dr. NaveedJabbar	Head of Department of Education	National College of Business Administration & Economics, Main Campus, Gulberg, Lahore.
Dr. Muhammad Akram	Associate Professor in IR Department	Punjab University, Lahore

