# Single National Curriculum English 2020 Implementation Determinants: Intended and Enacted Curriculum Perspective at Primary Level in Punjab

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## Abstract

*The current study was designed to determine the gap between the intended curriculum and enacted SNC English 2020 implementation determinants: instructional materials, teaching methods, formative assessment techniques, and professional development. The study was quantitative and descriptive based on the survey method. A self-developed questionnaire was used to collect the data from the teachers in Punjab. Five English curriculum experts ensured the content validity of questionnaires, and reliability was calculated employing Cronbach's Alpha score of .926. A simple random sampling technique was used to collect from a sample of 268 teachers. The collected data were analyzed employing descriptive and inferential statistics. The result of the study revealed that overall, 62% of the curriculum was implemented, and a 38% gap existed. The results declared that 54% of instructional materials were in use and a 46% gap existed. The results affirmed that 59% of teaching methods were in use and 41% of the gap existed. The results showed that 62% of teachers were trained, and a 38% gap existed. The results asserted that 71% of formative assessment strategies were in use, and a 29% gap existed. Furthermore, results delineated a significant difference in locale regarding teaching methods and teachers' professional development. Based on the study results, it was recommended that the government should provide funds for English instructional materials and English curriculum-based teacher training on using instructional materials, teaching methods, and assessment. The education department and head teachers may bind teachers to use English curriculum-based implementation guidelines.*

**Keywords**: Curriculum Implementation, Enacted Curriculum, Intended Curriculum, SNC.

## Introduction

The curriculum serves as a connector of academic and practical knowledge generation. Understanding the curriculum is essential for educational professionals' effective functioning. Various curriculum experts elaborate on the curriculum in several ways; the curriculum is the plan for all experiences the learner faces under the direction of the school (Oliva, 2008). Curriculum is the cultural construction and planned course of study for children in school (Pinar, 2013). Curriculum is the totality of experiences the learner encounters under the direction of the school (Kelly, 2009). The curriculum supports the achievement of the national vision and goals. Curriculum literature states that the intended and enacted curricula are prime curriculum types

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(Posner, 2004; Zhang & Hu, 2010). The planned curriculum is a written curriculum document specific to the academic program (Yeung et al., 2012), and the enacted curriculum is the actual teaching-learning experiences in the classroom. Enacted curriculum refers to the implementation of the intended curriculum into classroom levels (Hewitt, 2006; Porter & Smithson, 2001). Curriculum implementation is the systematic process of putting officially prescribed courses in place by coordinating with teachers, administrators, and students to achieve educational goals (Glatthorn et al., 2015). Curriculum implementation is the active process of enacting the planned curriculum through teaching and learning activities, aligning resources, instructional strategies, and assessment methods (Wiles & Bondi, 2019). *Curriculum implementation* is a complex process that requires time, energy, resources and personnel to achieve the planned educational goals (Ornstein & Hunkins, 2016). In Pakistan, three streams of academic institutions are public, private and deni-madarass. SNC was implemented to bridge disparities and improve the quality of education (Government of Pakistan, 2020).

Primary level SNC curricula at phase-I were started for Urdu, English, Social Study, General Science, General Knowledge, Islamiat subjects and mathematics academic year 2020–2021. SNC was launched under the slogan One-nation, One-curriculum to address social disparities and take steps for curriculum reform. SNC English was launched to provide equal learning opportunities, enhance social cohesion, and ensure consistent education nationwide. SNC's vision is to promote education through single curricula at all grade levels. The English language is essential for individual development, international communication and making better choices at the level of education (Government of Pakistan, 2020). English is being taught as a second language in Pakistan. SNC English was intended to promote high levels of literacy and competency in the English language, providing learners with the language skills required to excel in any field, not only for education but also for future employability and societal productivity (Government of Pakistan, 2017). SNC English has reported a range of skills in reading, writing, speaking and critical thinking for social development. The primary goal of the English SNC is to improve English language proficiency from an early age, preparing students for global (Fatima, 2024). The English language provides essential skills for communication and better career choices. The English seeks to improve vocabulary, grammar, pronunciation, and comprehension (Fatima, 2024; Bajwa, 2020).

SNC English enactment requires instructional materials, teaching methods, formative assessment practices skills and professionally trained teachers (Government of Pakistan, 2020). Instructional materials include textbooks, teacher's guides and digital content facilitating teaching-learning (Choppin et al., 2022; Bashir et al., 2021). The SNC English instructional materials are teachers' guides, textbooks, learning labs, teaching kits and English dictionaries (Government of Pakistan, 2020). The teaching method is a set of principles teachers use to facilitate teaching-learning. Teaching methods depend on subject content, learning objectives, class time, and learner needs (Nawaz & Akbar, 2021). A range of teaching methods are reported in SNC English to facilitate learning. SNC English teaching methods are discussion, think-pair-share role play, concept map, cooperative learning, jigsaw, inquiry and project (Government of Pakistan, 2020). Teachers' professional development refers to the continuous enrichment of knowledge, skills, and attitudes related to the profession for adapting new educational standards and integrating innovative teaching strategies and assessment practices to meet students' academic needs (Guskey, 2000). Formative assessment determines learning progress and provides continuous feedback to reinforce and correct learning (Linn & Miller, 2005). Formative assessment gives immediate feedback to student learning and the teacher's instructional process (Irons & Elkington, 2021). New English

curriculums demand instructional materials, teaching methods, professionally trained teachers, and assessment (Government of Pakistan, 2020; Mangali & Hamdan, 2015).

## Conceptual Framework

The researchers used Rogan and Grayson's (2003) theoretical framework with three primary constructs: implementation profile, innovation capacity, and external influences. The implementation profile contains classroom interaction, practical work, and assessment. The capacity to innovate is related to teacher and learner characteristics, physical resources, and school ecology and management. The external influences include professional development, learner support, change forces, monitoring, and physical resources. The researchers developed a conceptual framework based on Rogan and Grayson's (2003) theoretical framework. The current study's conceptual framework included instructional materials, teaching methods, teachers' professional development, and formative assessment strategies.

The study aimed to identify the gap between the intended and enacted curriculum during SNC English implementation at the primary level in Punjab. The survey results supported probing the enactment of instructional material, teaching methods, professional development and formative assessment of English. The study results were helpful for administration, assessment institutions, teachers' training organizations, head teachers, and teachers in arranging teaching-leaning resources, teachers' training, and formative assessment practice. Despite extensive studies on curriculum implementation components, exploring the existing SNC English implementation level is needed.

## Research Objectives

The objectives of the study were to;
1. Find out the gap between the intended and enacted curriculum regarding instructional materials.
2. Identify the gap between the intended and enacted curriculum regarding teaching methods.
3. Determine the gap between the intended and enacted curriculum regarding teachers' professional development.
4. Gauge the gap between intended and enacted curriculum about formative assessment strategies.
5. Find out the gap between the intended and enacted curriculum in the locale.

## Literature Review

The curriculum is a source of academic and practical knowledge (Hewitt, 2006). The curriculum is the reconstruction of knowledge and experience that assists the learner in nurturing and exercising experience (Tanner & Tanner, 2007). The curriculum includes written plans delineating the desired learning experience (Oliva, 2008). Elements of the curriculum are objectives, content, teaching methods, and evaluation. The practitioners reported the intended curriculum and enacted curriculum as two basic types of curriculum (Alemu et al., 2021; Zhang & Hu, 2010). The intended curriculum is a specific course's planned educational learning program (Yeung et al., 2012). It represents the formalized expectations and standards set by curriculum developers to guide teachers in delivering a structured and coherent learning experience (Alemu et al., 2021). The SNC English curriculum development process had four phases: competencies standards, benchmarks/ progression grids, and student learning outcomes (SLOs). Competency is a key learning area of the subject. There were five competencies of English oral communication skills (listening and

speaking), reading and critical thinking skills, formal and linguistic aspects of language, writing skills, and appropriate ethical and social development. The elaboration of competency is called standard. There are eight standards for key learning areas of the English language (Government of Pakistan, 2020).

Curriculum implementation is putting curriculum into action practices to achieve educational objectives. Putting a plan of learning sets into action refers to curriculum implementation. It is concerned with executing plans into classroom practices with human and material resources (Ornstein & Hunkins, 2016; Takahashi, 2014). The enacted curriculum is the actual teaching-learning experiences that take place in the classroom. It reflects the dynamic interaction among teachers, students, and the learning environment in the real-time implementation of the intended curriculum. Therefore, enacted curricula are implemented in educational settings to achieve intended curriculum objectives (Prest et al., 2021; Hewitt, 2006). For the enactment of the English intended curriculum, SNC English was launched in August 2021 to provide a unified curriculum to its nation in Pakistan. SNC English is described as the realization of one-nation, one-curriculum in English language skills to reduce disparities among different classes of society. English is an essential subject as a global Lingua franca taught as a second language in Pakistan (Government of Pakistan, 2017). A lack of instructional material, inappropriate teaching methods, misaligned assessment techniques, and insufficient teacher training are major problems in English curriculum implementation (Saleem & Akbar, 2020). Common barriers to curriculum implementation include resistance to change, inadequate professional development, and misalignment between curriculum goals and teaching practices (Karakus, 2021). Following the study's conceptual framework, researchers selected four curriculum implementation determinants to ensure the enactment of the SNC English curriculum: instructional materials, teaching methods, teachers' professional development, and formative assessment strategies.

*Instructional materials are* the equipment used in school to facilitate the teaching-learning process. These materials can take various forms, textbooks, teacher guides, models, and digital content (Ajoke, 2017; Dahar & Faize, 2011; Richards, 2001). Textbooks help teachers teach and are essential for learners to learn (McGrath, 2002). SNC reported various instructional materials for teaching English subjects, including books, workbooks, digital content, multimedia resources, teaching aids, and supplementary reading materials (Government of Pakistan, 2020; Graves, 2000; Jahanzaib et al., 2022; Qureshi, 2022). Ahmed et al. (2024) measured the influence of teaching-learning materials on academic performance. The study demonstrated that materials significantly affect students' academic performance by increasing engagement, understanding of complex concepts, motivation, and learning retention.

*The teaching method* is a way to present content before class. Teaching is the art of transmitting knowledge, skills, and attitudes professionally and tactfully professionally and tactfully (Sowell, 2010; Walker, 2002). Curriculum-based teaching methods are essential for attaining educational objectives and enhancing student learning outcomes (Hassan et al., 2022; Nawaz & Akbar, 2021). The effectiveness of teachers' teachings is gauged by their ability to impart information (Hassan et al., 2022). SNC English emphasizes teaching methods such as discussion, inquiry, think-pair-share, role play, and jigsaw (Government of Pakistan, 2020). Batool et al. (2020) designed the study to highlight the reason hindering teaching methods' achievability of uniform, quality, and equal education in Punjab. A study was structured by Aslam and Awan (2019) to reveal teachers' teaching methods with various teaching tools in Multan, Punjab. These included handouts, textbooks, printed materials, pictures, and natural objects related to the teaching topics. It highlights the effective curriculum implementation.

*Teacher professional development* means providing support to enrich teachers' knowledge, skills, and attitudes. Teachers' professional development is critical to effectively implementing the SNC curriculum. It involves providing support to enhance teachers' knowledge, skills, and instructional practices. Professional development is ongoing beyond initial training, focusing on continuous improvement to address evolving educational needs (Nawaz & Akbar, 2019). A study was designed by Munawar et al. (2022) to explore the need for teacher training at the primary level in Punjab, Pakistan. The study's results reported that only a few teachers were trained in classroom management, teaching methods, and assessment for effective curriculum implementation. In the same vein, Nawaz and Akbar (2019) reported that only 34% of school teachers received training on curriculum implementation in Punjab. Assessment is a fundamental curriculum component that provides crucial information about the teaching and learning process.

Assessment is an integral part of the teaching-learning process, providing objective information about an individual. There are two major types of assessment: formative assessment and summative assessment. *Formative assessment is a tool* used by teachers to collect information during teaching-learning processes (Hondrich et al., 2016; McMillan, 2021). Formative assessment offers ongoing feedback that enhances learning and teaching for students and teachers during classroom activities. Curriculum-based formative assessment techniques are class tests, portfolios, projects, homework, assignments, and quizzes (Irons & Elkington, 2021; Naseer & Akbar, 2020; Nawaz & Akbar, 2022). A study was framed by Nawaz and Akbar (2022) to determine national curriculum implementation gaps regarding formative assessment techniques in Punjab. The study used a stratified multistage proportionate sampling technique to collect the data from the sample of 361 teachers. The study results showed that 60% of formative assessment was in enactment, and a 40% gap existed during curriculum implementation. Furthermore, results claimed no significant difference between using assessment techniques by locales during curriculum implementation.

## Research Methodology

The study employed a quantitative research design utilizing a survey method to investigate the gap between the intended and enacted of SNC English. Quantitative research reduced the sample compared to the entire population to emphasize gathering data and analyzing it to generate results and conclusions. Instrumentation refers to the tool utilized to collect data to explore a phenomenon (Sürücü & Maslakçi, 2020). Single National Curriculum English Questionnaire for Teachers (SNCEQT) was developed to collect teacher data. The questionnaire consisted of a three-point Likert-type scale: no, up to some extent, and yes. The reliability of SNCEQT was calculated employing Cronbach's Alpha score of .926. Gupta and Shabbir (2008) describe simple random sampling as a method where each member of the population has an equal chance of being selected, ensuring that every possible subset of the population is equally likely to be chosen. Therefore, the current study used a simple random sampling technique to collect a sample from 268 teachers from the district of Sheikhupura, Punjab.

## Data Analysis and Interpretation

The collected data were entered in SPSS for analysis. The frequency, means, and standard deviation were calculated. Furthermore, an independent t-test was applied to measure the difference between locales.

**Table 1: Interpretation of Instructional Materials**

| Sr. No | Instructional Material | N % | UTSE % | Y % | M | STD |
|---|---|---|---|---|---|---|
| 1 | English teacher guides were provided to me. | 6 | 3 | 91 | 2.84 | 0.50 |
| 2 | SNC English textbooks were timely provided to students. | 6 | 3 | 91 | 2.85 | 0.49 |
| 3 | I use low-cost no-cost material during English teaching. | 34 | 10 | 56 | 2.21 | 0.92 |
| 4 | English learning Lab is available in the school. | 88 | 3 | 9 | 1.22 | 0.61 |
| 5 | English teaching kit was provided to me. | 81 | 1 | 18 | 1.37 | 0.76 |
| 6 | I used English allied material during English teaching. | 25 | 25 | 50 | 2.24 | 0.84 |
| 7 | I used electronic gadgets during teaching English teaching. | 45 | 19 | 36 | 1.91 | 0.90 |
| 8 | I practiced English dictionaries in class for language learning. | 11 | 6 | 83 | 2.72 | 0.65 |
| *Overall Total* | | *37* | *9* | *54* | *2.17* | *0.71* |

**0-1 mean represents 0-35%, 1.1-2.0 mean represents 36-70%, 2.1-3.0 represents 71-100%**

Table 1 indicated that English learning labs and teaching kits exhibited deficiencies, as indicated by their low mean scores of 1.22 and 1.37 and higher standard deviations of 0.61 and 0.76, respectively. Moreover, table 1 determined that 54% of instructional materials are implemented, while there is a gap of 46%.

**Table 2: Interpretation of Findings of Teaching Methods**

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

Table 2 depicted that teachers do not utilize the inquiry method in delivering SNC, as depicted in a low mean of 2.01 and a higher SD of 0.92. The analysis shows that 59% of teaching methods are implemented, while there is a gap of 41%, suggesting a generally positive perception of the implementation of teaching methods.

**Table 3: Interpretation of Teachers' Professional Development**

| Sr No | Teachers' Professional Development | N % | UTSE % | Y % | M | STD |
|---|---|---|---|---|---|---|
| 1 | SNC English teachers training were provided to me. | 7 | 6 | 87 | 2.80 | 0.55 |
| 2 | Adequate guidelines for SNC English implementation were provided to me. | 33 | 26 | 41 | 2.08 | 0.85 |
| 3 | Training on English textbooks was provided to me. | 39 | 12 | 49 | 2.10 | 0.94 |
| 4 | Training programs enhanced my understanding of English as separate language. | 22 | 23 | 55 | 2.33 | 0.81 |
| 5 | Training helps me in grasping skills in English grammar. | 54 | 16 | 30 | 1.77 | 0.90 |
| 6 | The professional development programs offer follow up Easte Module sessions. | 8 | 12 | 80 | 2.71 | 0.61 |
| 7 | I received training on writing teacher diaries. | 53 | 14 | 33 | 1.80 | 0.91 |
| 8 | I was allowed for higher professional education. | 9 | 5 | 86 | 2.76 | 0.61 |
| 9 | I received training periodically from higher management. | 13 | 8 | 79 | 2.66 | 0.70 |
| 10 | I was observed by Head teacher/AEOs once in a month using COT technique. | 13 | 7 | 80 | 2.66 | 0.70 |
| | *Overall Total* | *25* | *13* | *62* | *2.37* | *0.76* |

Table 3 ascertained that training on English grammar skills and writing teacher diaries is not provided to teachers, as indicated by low mean scores of 1.77 and 1.80 and high SD of 0.90 and 0.91, respectively. The analysis shows that 62% of teachers' professional development is effectively provided, while there is a gap of 38%. The results suggest that there is still room for improvement to ensure more consistent and comprehensive support for tutors in the implementation of SNC.

**Table 4: Interpretation of Formative Assessment Strategies**

| Sr No | Formative Assessment Strategies | N % | UTSE % | Y % | M | STD |
|---|---|---|---|---|---|---|
| 1 | I assign homework on daily basis to my students in English subject. | 3 | 3 | 94 | 2.90 | 0.39 |
| 2 | I assess pronunciation skills of students by using reading a loud technique. | 6 | 6 | 88 | 2.82 | 0.53 |
| 3 | I assess writing skills of my students with class tests. | 5 | 5 | 90 | 2.84 | 0.49 |
| 4 | I assess students' listening skills through questions-answers. | 10 | 7 | 83 | 2.73 | 0.62 |
| 5 | I assess students speaking skills through organizing group discussion. | 11 | 24 | 65 | 2.53 | 0.69 |
| 6 | I assess students' language skills using worksheets. | 31 | 9 | 60 | 2.30 | 0.91 |
| 7 | I assess students' English language skills through using quizzes. | 8 | 8 | 84 | 2.78 | 0.57 |
| 8 | I assess students' presentation skills using speech activities. | 14 | 29 | 57 | 2.42 | 0.72 |
| 9 | I assess students' vocabulary by sketching vocabulary pictures. | 17 | 23 | 60 | 2.43 | 0.76 |
| 10 | I assess creative writing skills of students through self-reflecting. | 52 | 15 | 33 | 1.81 | 0.90 |
| | *Overall Total* | *16* | *13* | *71* | *2.55* | *0.66* |

Table 4 showed that creative writing skills of students are not assessed by tutors, as indicated by low mean score of 1.81 and higher SD of 0.90. The analysis shows that 71% of formative assessment strategies are implemented, while there is a gap of 29%. The results suggest that there is still room for improvement to ensure more consistent and comprehensive support to students in the implementation of SNC.

**Table 5: Interpretation of Findings of Determinants**

| Sr No | Determinants of SNC | N % | UTSE % | Y % | M | STD |
|-------|---------------------|-----|--------|-----|------|------|
| 1 | Instructional Materials | 37 | 9 | 54 | 2.17 | 0.71 |
| 2 | Teaching Methods | 24 | 17 | 59 | 2.41 | 0.77 |
| 3 | Teachers' Professional development | 25 | 13 | 62 | 2.37 | 0.76 |
| 4 | Formative assessment strategies | 16 | 13 | 71 | 2.55 | 0.66 |
| *Overall Total* | | *25.5* | *13* | *61.5* | *2.37* | *0.72* |

Table 5 demonstrated overview of the determinants; among the determinants. The analysis indicates that 61.5% of all the determinants are implemented whereas 37.5% gap exists. The findings underscore the need for 37.5% more focused improvements, particularly in enhancing determinants of curriculum implementation to support the effective implementation of the SNC.

**Table 6: Independent Sample T-Test Overall English SNC Implementation in Terms of Locale**

| Sr No. | Determinants | M | | SD | | T | Dif | Sig |
|--------|-------------|------|------|------|------|-------|-----|------|
| | | U | R | U | R | | | |
| 1 | Instructional Materials | 2.18 | 2.13 | 0.70 | 0.71 | -0.51 | 266 | 0.91 |
| 2 | Teaching Methods | 2.40 | 2.40 | 0.76 | 0.77 | -0.98 | 266 | 0.03 |
| 3 | Teachers' Professional Development | 2.36 | 2.37 | 0.75 | 0.77 | -1.14 | 266 | 0.0* |
| 4 | Formative Assessment Strategies | 2.56 | 2.56 | 0.65 | 0.67 | -0.44 | 266 | 0.19 |
| *Overall* | | *2.37* | *2.36* | *0.71* | *0.73* | | | *0.28* |

Table 6 indicated that teaching methods exhibit statistically significant results, with mean scores of 2.40 in urban areas and 2.40 in rural areas, a significant t-value of -0.98 and a significance (p-value) of 0.003; similarly, teachers' professional development exhibits statistically significant results, with mean scores of 2.36 in urban areas and 2.37 in rural areas, significant t-value of -1.14 and significance (p-value) of 0.00 suggesting that the implementation of these strategies is better in urban areas. However, no significant differences were observed in the rest of the dimensions.

## Discussion

The results of the current study revealed that instructional materials were implemented at 54%, and a 46% gap was consistent with Dahar and Faize's (2011) study results of insufficient utilization and lack of instructional materials. A gap in instructional materials depicted persistent systemic problems in the supply and allocation of educational materials, restricted by financial limitations, logistical difficulties, and lack of monitoring of academic planning. The current study results regarding teaching methods reported that 59% of teachers were using curriculum-based teaching methods, and a 41% gap was a con, consistent with the results of Batool et al. (2020). A gap in

teaching methods highlighted inadequate teachers' awareness of curriculum-based teaching methods, lack of professional development, and resistance to change from traditional methods. The current study results about teachers' professional development revealed that 62% of teachers were provided with teachers' training, and a 38% gap existed.

This was consistent with Nawaz and Akbar's (2019) results that 34% of teachers were provided with training, and a 66 % gap existed for curriculum implementation. A gap in teachers' professional development has exposed the fact that numerous teachers still need more access to curriculum-focused training. It also showed the need for training institutions to enhance the effectiveness of the training provided to teachers. For formative assessment techniques, the study results reported that 71% of teachers' formative assessment techniques, and a 29% gap existed was consistent with Nawaz and Akbar's (2019) study results that 60% of formative assessment techniques were being utilized and 40% gap existed in the implementation of these techniques. The higher implementation rate in formative assessment strategies observed in the current study is encouraging, but the remaining gap determines the need for further emphasis on these strategies. The gap is due to a need for more understanding of the importance of formative assessments and insufficient training to implement them effectively.

## Conclusion

The Government of Pakistan implemented the SNC in 2020 to bridge the educational gap between public, private, and deni-madarass institutions. The SNC, operating under the principle of "One Nation, One Curriculum," seeks to ensure equal learning opportunities, promote social unity, and establish a uniform education system across the country. The primary objective of the SNC English curriculum is to improve proficiency and mastery of the English language by acquiring reading, writing, speaking, and critical thinking skills to foster social development (Government of Pakistan, 2017). The successful execution of SNC English necessitates using suitable instructional materials, teaching methods, teachers' professional development, and formative assessment strategies (Government of Pakistan, 2020). The current study was structured to explore the gap between the intended curriculum and the enacted curriculum of SNC English implementation determinants at the primary level in Punjab. The study utilized the theory of Rogan and Grayson (2003), which includes three significant constructs: implementation profile, innovation capacity, and external influences. The result of the study revealed that, overall, 62% of SNC English was implemented, and a 38% gap existed in curriculum implementation. The results declared that 54% of instructional materials, textbooks, teacher guides, learning labs, teaching kits, and English dictionaries were in use, and a 46% gap existed regarding instructional materials. The results affirmed that 59% of teaching methods, discussion, concept map, and inquiry, were in use, and a 41% gap existed about teaching methods. The results showed that 62% of teachers were provided with training, and a 38% gap existed regarding teachers' training. The results asserted that 71% of formative assessment techniques, class tests, portfolios, projects, homework, assignments, and quizzes were in use, and a 29% gap existed regarding the usage of formative assessment practices. Furthermore, results delineated a significant difference in locale regarding teaching methods. To address these deficiencies, it is advisable to concentrate on enhancing the accessibility and usage of educational resources, using English curriculum-based teaching methods, taking consistent teacher training initiatives, and ensuring a more uniform implementation of formative assessment methods for the successful implementation of SNC English.

**Suggestions/Recommendations**
Based on the study's results, it is recommended that the government allocate funding for purchasing English learning materials. The school education department enhances the monitoring mechanism of SNC implementation of teaching methods, mainly focusing on inquiry and assessment strategies to reduce the gap in urban and rural teaching methods and assessment. Teacher training institutions may train teachers about English teaching methods, instructional materials, and formative assessment. School heads play the mentor role in effective SNC of English implementation.

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