



## Interactive and Collaborative Pedagogical Strategies for Teaching English at Primary Level: Comparing the Single National Curriculum (2020) and National Curriculum (2006)

Tasneem Kousar<sup>1\*</sup>, Dr. Muhammad Anwer<sup>2</sup>, Momna Latif<sup>3</sup>, Hafsa Zia<sup>4</sup>, Riffat Nawaz<sup>5</sup>

### Abstract

The current study analyzed interactive and collaborative pedagogical strategies for teaching English at the primary level (grade 5). A comparison of the approaches outlined in the Single National Curriculum (SNC) 2020 and the National Curriculum (NC) 2006 was found. The documents were selected through purposive sampling. Qualitative content analysis and comparative analysis methods were used to analyze the documents and English textbooks connected with both curricula. There were identified twenty strategies from the literature review and their presence was analyzed regarding the textbooks. It was found that the SNC 2020 incorporates a wider range of interactive and collaborative strategies as compared to the NC 2006. In the SNC document, eleven strategies were found, while in the NC, only four were present. In the same way, the textbook based on SNC 2020 uses fifteen of the identified strategies, while the NC 2006 textbook utilizes only six. The SNC highlights analytical skills, critical thinking, and competency development in the English language with grammar, vocabulary, reading, writing, and oral communication. This research highlights the shift towards more student-centered, interactive approaches in English language teaching at the primary level in Pakistan's education system.

**Keywords:** Interactive, Collaborative, Pedagogical Strategies, English Language, Primary level, Single National Curriculum

### 1. Introduction

Teaching English at the primary level encompasses more than just acquiring and retaining language skills (Canto, 2019). It is a delicate task that requires an innovative and adaptive approach. To effectively utilize a second language in a socio-cultural setting, it's important to provide activities that encourage students to practice it in class. Designing appropriate resources, activities, and challenges is crucial for motivating learners. Qualitative interactive approaches can significantly impact students' attitudes toward language acquisition. (Izuagba & Nwigwe, 2012) Class 5 represents a crucial stage where students are building a foundation for their language skills. Interactive and collaborative strategies play a pivotal role here, as they not only make learning enjoyable but also enhance engagement and retention. The Government of Pakistan introduced a new curriculum in 2020 under the banner of "One Nation, One Curriculum," focusing its implementation at the primary level. This curriculum reform, in alignment with the National Education Policy Framework (MoFE&TP, 2018), underwent a rigorous review process. The process encompassed the revision of national teaching and learning standards, as well as the establishment of common standards. The Single National Curriculum (SNC), in contrast to the 2006 curriculum, is organized around defined standards and clearly outlines the objectives and goals for each topic. Additionally, the SNC's content complies with international requirements, such as Sustainable Development Goal 4. It emphasizes the importance of values and traits for students' growth, including, truthfulness, human rights, respect, environmental awareness, peaceful cohabitation, safety, tolerance, sustainable development, democracy, honesty, global citizenship, and personal hygiene.

A bilingual or multilingual strategy has been embraced by the policymakers in Pakistan. And English has been allocated second place. Following this objective, the National Curriculum for English Language underwent a restructuring phase in 2006, with a specific on the Primary (grades I-V) level, to coincide with the national vision of a Single National Curriculum (SNC) encompassing all educational streams. During the thorough evaluation process, two significant areas for improvement were identified: "pedagogical practices" and "assessment procedures." The Single National Curriculum facilitates educators in developing language skills (listening, speaking, reading, and writing) in an integrated way. It prepares them with the abilities needed to use textbooks and appropriate materials successfully.

The instruction of the English Language integrates a collection of skills necessary for language learning. These skills can be instructed separately or merged to attain specific objectives. Reading, writing, listening, and speaking abilities are interrelated and can be fostered at distinct levels. Effective communication facilitates language development and promotes the exploration of life skills as a focus of different recent studies in textbook analysis (Jamil, Ain, et al., 2024; Jamil, Arif, et al., 2024; Jamil, Hassan, et al., 2024; Jamil et al.) and human persona. Johnson et al., 2014 mentioned that interactive and collaborative teaching methods involve giving students meaningful tasks that engage active participation by adopting different interactive roles. Such strategies are designed to promote collaborative learning while emphasizing the social part of education. Beginning English as

<sup>1\*</sup> MPhil Scholar (Education) University of Education, Lahore, [tasneemnk1@gmail.com](mailto:tasneemnk1@gmail.com)

<sup>2</sup> Associate Professor (Education), Division of Education, University of Education, Lahore

<sup>3</sup> Lecturer (Education), GIFT University, Gujranwala

<sup>4</sup> MPhil Scholar (Education), University of Education, Lahore

<sup>5</sup> MPhil Scholar (Education), University of Education, Lahore

a foreign language in elementary school, especially at the class V level, benefits young learners' growth. Young learners (6-12) have various degrees of English competence. It's important to adapt to students' different motivation levels, making English entertaining for those who are intrigued and stimulating for those who want extra assistance.

As stated by Issac (2010), Pedagogical strategies are the outlines that assist an instructor in achieving instructional goals and objectives, structure, and successful implementation of lessons. Stone & Morris (2010) mentioned that these pedagogical strategies include certain behaviours unveiled by the instructors in classrooms which include the inclusion of added activities during or after the lesson, instant response for students, and development strategies for efficient teaching. Interactive pedagogies increase student learning outcomes by promoting cooperation among peers and educators (Scott, 2015). Using instructional tools helps students develop critical thinking and analytical abilities. According to Lead (2010), today's children actively participate in their education by debating and sharing their viewpoints on subjects. Project-based learning challenges pupils and boosts confidence and expertise. According to Cornell University (2014), students develop core abilities by solving real-world situations.

Instruction of the English language at the primary level fosters socialization and interaction which facilitates acquiring information and utilizing it, improving reading abilities, developing physical skills, engaging with community, and working together with peers. It was aimed to investigate collaborative and interactive pedagogical techniques for teaching English in primary school at the class 5 level, in this study. The aim was to evaluate whether these strategies would be effective and understand the rationale for their inclusion in a new curriculum. Important to mention is these strategies are missing from the previous curriculum but are included as per the new SNC.

### 1.1. Research Objectives

1. To identify and compare the interactive and collaborative pedagogical strategies for teaching English at the primary level (Class 5) as outlined in the Single National Curriculum (2020) and National Curriculum Framework (2006).
2. To analyze the implementation of interactive and collaborative pedagogical strategies in English textbooks for Class 5 based on both curricula.
3. To evaluate the effectiveness and rationale for including new interactive and collaborative strategies in the Single National Curriculum (2020) for teaching English at the primary level.

### 1.2. Research Questions

1. What interactive and collaborative pedagogical strategies for teaching English at the primary level (Class 5) are specified in the documents of the Single National Curriculum (2020) and the National Curriculum Framework (2006)?
2. How are interactive and collaborative pedagogical strategies for teaching English implemented in Class 5 English textbooks based on the Single National Curriculum (2020) and National Curriculum (2006)?
3. What new interactive and collaborative strategies have been introduced in the Single National Curriculum (2020), and why are they considered effective for teaching English at the primary level?

### 1.3. Review of Related Literature

Pedagogy is a contested concept, the controversy of which lies mainly in tactics used to mold student behaviour. Bernstein in 2000 offered a valuable definition of pedagogy in this regard by considering it the lifelong process to innovate knowledge or skills, someone who is aspiring towards proficiency within a certain genre. Interactive pedagogical techniques very efficiently encourage peer cooperation and foster interaction and contact between the students and the teachers which ultimately improve student learning outcomes (Scott, 2015).

The conceptualization of students, analytical abilities, and critical thinking improve significantly as they use the numerous instructional tools at their disposal. Critical thinking has been focused on in different studies in the Pakistani context regarding education policy documents and textbooks (Jamil, Mehmood, & Aziz, 2024; Jamil, Mehmood, & Noorani, 2024; Jamil, Mehmood, & Saleem, 2024; Jamil, Mehmood, & Shah, 2024; Jamil, Muhammad, et al., 2024; Naseer et al., 2022) teachers' perceptions and practices (Jamil & Muhammad, 2019; Jamil et al., 2021a, 2021b).

In the current educational environment, students actively participate in the learning process by engaging in discussions and sharing their perspectives on various subjects (Lead, 2010). Small-group work, case studies, simulations, the project approach, and collaborative learning or group work are examples of these interactive teaching practices that have been shown to help current schooling programs accomplish their goals (Veldman et al., 2020).

Teaching a Second Language is an instruction that involves integrating skills to complement each other and a reflection of real-life circumstances, not teaching them separately. To cater to different learning styles, improve practice, and develop skills, interactive techniques are recommended. These strategies support students by allowing them to work together, move their bodies, rock in chairs, and interact with others. The nature of group work is 3-6 students in one environment to be able to communicate, talk things over, or discuss small groups. It is a generator of listening and negotiating skills that confirms the language ability (Izuagba & Nwige, 2012).

Primary school learners learn better when they're actively engaged in their educational endeavors (Samat, 2020), while educational sessions are intended for the student's distinctive needs for development (Ponomarova & Lebedenko, 2021). Additionally, an instructor/teacher must be able to quickly evaluate the satisfaction of the students during the studying procedure, by analyzing facial reactions (Guran et al., 2020).

Strategies occur as the actions, planning, steps, and sequences retained by learners to gather, store, retrieve, and utilize information (Wenden & Rubin, J., 1987). The Longman Dictionary indicating Language Teaching & Applied Linguistics, defines learning strategies as purposeful behaviours and ideas employed by learners to comprehend and retain new knowledge. Interactive methods are teacher-designed exercises that encourage student engagement and negotiation in the learning process. These tactics help explain concerns and improve learners' ability to communicate (Richards & Schmidt, 2010).

As stated by Stern, "Main perception of the learning strategies is built on the conception that to attain certain goals learners actively engage in activities. They may be generally defined as purposeful directions and procedures" (Stern, 1992).

Language learners utilize techniques to assimilate new knowledge and complete tasks in the classroom, whether consciously or unconsciously. Language classrooms are problem-solving environments where learners confront fresh input and challenging assignments from their teachers, which might impact their endeavors (Ha, 2008).

In the context of effective teaching and learning the English Language, interactive & collaborative pedagogical strategies have a very significant role. Teachers use several strategies, including group discussions, cooperative activities, and exchanging ideas, to encourage student connection and collaboration (Kagan, 1994). According to Ellis (2003), these techniques improve language acquisition and learning outcomes. English language ability is vital for success in the global community and business (Paik, 2008). According to Khan (2013), English, also known as the language of globalization, is associated with technology, development, and modernization.

Izuagba & Nwigwe mentioned some of the interactive strategies that can increase the effectiveness of the learning and instruction of English. These activities are brainstorming, think-pair-share, peer-teaching, concept mapping, know what to know to learn (KWL), fish bowl, group activities, jigsaw puzzles, scaffolding technique, pair work, reciprocal learning, prediction, mentoring and coaching mind mapping, story map, cognitive apprenticeship, etc. (Izuagba & Nwigwe, 2012).

Wehrli (2003) recognized and embarked on multiple effective language teaching techniques. Such strategies include:

1. **Brainstorming:** It involves group talks to develop ideas and solutions, promoting creativity and active engagement.
2. **Games:** Incorporating educational games into language learning can improve engagement and involvement, allowing for pleasurable language practice.
3. **Case-based small group discussions:** These encourage critical thinking, problem-solving, and collaborative learning by engaging students in analyzing and discussing real-life problems.
4. **Demonstrations:** Teachers can present visual and functional demonstrations for learners to understand language conceptually as well in applied skills which make learning dynamic, and experiential.
5. **Task-based learning:** This refers to putting students in scenarios where linguistic issues and problems arise. It connects students to perform a deep dive analysis, study, and propose a solution which helps them in building critical thinking as well as problem-solving skills.
6. **Simulations:** The organizational use of computer simulations or virtual worlds can create immersive environments for the training of language. Through interactive language exercises and simulations, students can develop their lingual skills.
7. **Self-paced mode:** It promotes self-regulated learning and independence. Students read language presences, research, and practice independently.
8. **Whole Group Discussion/ Inquiry:** This approach promotes inaction, information sharing, and resolution of lingual ideas.
9. **Lecture/conference** — Interactive components allow you to transform ordinary lectures and performances into more effective ones. They offer opportunities to teach crucial linguistic truths and principles.
10. **Role-play:** this supports students both in improving their language practice and communication and empathy as well, the reason that it brings us close to real-life scenarios.

Several interactive teaching practices that are beneficial in achieving the objectives of current educational programs are role-playing games, case studies, project-based learning, small-group work, and collaborative education (Veldman et al., 2020). Primary school kids can improve their abilities including inventive informational application, effective communication through speech and writing, understanding of complicated texts, constructive cooperation with peers, and logical thinking (Bagila et al., 2019).

SNC aims to establish a unified educational system across the nation. Pakistan's government aims to establish a unified educational system, including a standardized curriculum and assessment platform (Zaman, Ali, & Saleem, 2021). Following critiques on several aspects of the Single National Curriculum, by educationalists and intellectuals, its implementation was limited to only the public school sector (Ahmad & Asghar, 2022). A recent

study by Irfan in 2021 investigates English as a Second Language (ESL) in the Single National Curriculum contained by the framework of schools in Pakistan. A significant emphasis by the Single National Curriculum has been laid on the teaching of English to those whose first language is not English. The everyday activities and resources used to foster these attributes in English as a Second Language students could be included in the Single National Curriculum. Guidance or development of ESL mentors as well as evaluation of the Single National Curriculum both require the participation of specialists from diverse ESL fields (Irfan, 2021).

## 2. Research Methodology

Qualitative exploratory research design has been used by the researchers, alongside Qualitative Content Analysis and Comparative Analysis. Qualitative content analysis techniques were employed for the research, using purposive sampling to analyze the National Curriculum Framework (2006), documents of Single National Curriculum (SNC), and the textbooks for English class 5 based on both curricula. This research focuses mostly on grade 5 English teaching practices. The documents of the curriculum and textbooks of English linked with two separate curricula were mainly analyzed in the research; the Single National Curricular (SNC, 2020) and the National Curriculum (NC, 2006), both issued by the Punjab Curriculum and Textbook Board. The main sources of the study were the English Textbook of class, linked to the Single National Curriculum 2020 and the National Curriculum 2006, also the documents associated with both curricula. The Curriculum Plan brought by the National Curriculum Council, Ministry of Federal Education and Professional Training, Islamabad, was also included and supported by the Government of Pakistan. The review of literature on pedagogical strategies for teaching English helped compile a list of widely recognized strategies comprising dialogue memorization, jigsaw reading discussion, role-play, repetition drills cooperative learning, thought mapping, brainstorming, LASACAWAC (Look and Cover and Write and Check), think-pair-share, games, simulation, projects, listen and repeat, input, listen and do, inquiry/investigation, interactive lectures, presentations, and the silent way. Collaborative and interactive teaching approaches mentioned in both curricula were primarily studied by the researchers. A table was built to show the number of these tactics in each document. Twenty interactive and collaborative teaching techniques were selected based on current literature. Subsequently, the English textbooks for class 5, which are linked with both SNC 2020 and NC 2006, were thoroughly examined. The data in the tables was rigorously scrutinized and analyzed. The study comprised a detailed analysis of teaching methodologies and textbook material in the context of English instruction for fifth-grade students, as stated in educational documents and prior literature.

## 3. Findings

The researchers examined interactive and collaborative pedagogical methodologies from SNC (2020) and NCF (2006). A table is created to show the number of strategies in each document. We picked 20 instructional practices from the literature. Second, English class 5 textbooks based on SNC 2020, and NC 2006 were carefully examined. The tables were extensively analyzed.

**Table 1**

<i>Analysis of Pedagogical Strategies for Teaching English in the Documents</i>			
Sr#	Pedagogical Strategies	SNC 2020	NCF 2006
1	Input	✓	
2	Discussion	✓	✓
3	Brainstorming	✓	
4	Roleplay	✓	
5	LASACAWAC	✓	
6	Dialogue Memorization		
7	Think-Pair-Share	✓	
8	The Silent Way		
9	Jigsaw Reading	✓	
10	Games		
11	Simulation		
12	Cooperative learning	✓	✓
13	Project	✓	
14	Repetition Drill		
15	Listen and Repeat		
16	Listen and Do		
17	Inquiry/Investigation	✓	✓
18	Interactive Lectures	✓	
19	Presentation	✓	
20	Concept Map	✓	

Twenty different pedagogical strategies and instructional techniques used in the instruction of English have been shown in the table above. There are two columns, the first one represents the strategies indicated in the documents SNC (2020) & second lists those specified in the NCF (2006). The documents of the Single National Curriculum have eleven strategies: input, discussion, concept map, role-play, LASACAWAC (Look and Cover and Write and Check), presentation, think-pair-share, jigsaw reading, cooperative learning, inquiry, and project-based learning whereas the National Curriculum Framework (2006) paper consists of merely four strategies: debate, cooperative learning, inquiry, and interactive lectures.

**Table 2**

*Analysis of Pedagogical Strategies for Teaching English in Textbooks (Class 5)*

Sr#	Pedagogical Strategies	SNC	NC 2006
1	Input	✓	
2	Discussion	✓	✓
3	Brainstorming	✓	✓
4	Roleplay	✓	
5	LASACAWAC	✓	
6	Dialogue Memorization	✓	✓
7	Think-Pair-Share	✓	
8	The Silent Way		
9	Jigsaw Reading	✓	
10	Games		
11	Simulation		
12	Cooperative learning	✓	✓
13	Project	✓	
14	Repetition Drill		
15	Listen and Repeat	✓	
16	Listen and Do	✓	
17	Inquiry/Investigation	✓	✓
18	Interactive Lectures		✓
19	Presentation	✓	
20	Concept Map	✓	

Pedagogical strategies included in English textbooks based on the Single National Curriculum 2020, Grade 5 have been compared in the above table, with the National Curriculum 2006, which totals twenty strategies. It indicates that the textbook matched with the Single National Curriculum, 2020, essentially features innovative and updated pedagogical strategies for instructing English. Furthermore, these strategies are student-focused, emphasizing active engagement and directing students through a variety of tasks while under the guidance of the instructor. The textbook describes a system in which each lesson is separated in particularly four categories, mutually cultivating language and spelling aids, and additionally encouraging writing, reading, speaking, and listening skills.

### 3.1. Single National Curriculum Document (2020)

The researchers during the study discovered various pedagogical strategies in the SNC documents/ publications, including input, discussion, role-playing, LASACAWAC, idea mapping, think-pair-share, jigsaw reading, inquiry/investigation, cooperative learning, project-based learning, and presentation. These strategies aim to increase active engagement, improve communication skills, and motivate students to acquire English.

Particularly, an integrated approach has been adopted in the Single National Curriculum that incorporates components of both communicative and collaborative methods of English Language Teaching (ELT). The researchers notice that the document provides comprehensive promptings for teachers, showing them how they could efficiently employ these strategies in their lessons.

### 3.2. National Curriculum Framework (2006)

The researchers found that the National Curriculum Framework yielded insignificant consideration on the insertion of the above-mentioned pedagogical strategies. The findings of the study showed that teaching strategies such as cooperative learning, debate, interactive lectures, and inquiry were included in the previous curriculum i.e., National Curriculum, 2006.

### 3.3. Comparing the two documents

It was discovered by the researchers that the Single National Curriculum (SNC) documents constitute a considerably more complete and informative resource for interactive and collaborative pedagogical practices for teaching English than the 2006 National Curriculum Framework. The National Curriculum of 2006 looks to take a more conventional and obsolete approach, emphasizing rote learning and exam success.

In the Single National Curriculum documents, the researchers listed eleven strategies: input, discussion, role-play, LASACAWAC, concept map, think-pair-share, jigsaw reading, inquiry/investigation, cooperative learning, project-based learning, and presentation. The above-mentioned strategies stand out for their interactive and collaborative traits, which promote student-centered classroom conditions. These strategies, particularly at the elementary level, provide a substantial contribution to language skill development by improving speaking, listening, reading, and writing ability.

Contrary to this, the 2006 National Curriculum Framework lists just four strategies: debate, cooperative learning, inquiry, and interactive lectures, which are not as effective for encouraging interactivity and cooperation in the classroom.

### 3.4. English Textbook Class 5 [Single National Curriculum, 2020]

Analysis shows that the English textbook linked with the Single National Curriculum includes a variety of interactive and collaborative ways of teaching English to early primary students. After performing a thorough review of the new textbook, the investigator found fifteen out of the above-mentioned twenty strategies used in the textbook's exercises and activities. The strategies used are input, discussion, brainstorming, role-playing, dialogue memorization, LASACAWAC, think-pair-share, jigsaw reading, cooperative learning, project, listen and do, listen and repeat, inquiry/investigation, presentation, and concept map. The textbook features a variety of interactive and collaborative exercises designed to stimulate students' active engagement in the classroom.

### 3.5. English Textbook Class 5 [National Curriculum, 2006]

The textbook of English, which complies with the 2006 National Curriculum, follows a conventional and out-of-date structure. This textbook's teaching techniques are primarily conventional, with little involvement or collaboration. The recommended tactics for instructors, as well as the tasks after each course, are generally teacher centered. A thorough analysis reveals that the textbook lacks the necessary abilities, exercises, and material to fulfil current requirements for both English as a language and English as a subject. The investigator also discovered that just six of the twenty tactics indicated were used in the English textbook. These strategies encompass interactive lectures, discussions, brainstorming, dialogue memorization, cooperative learning, and inquiry/investigation.

### 3.6. Comparing the two textbooks

The comparison of the two textbooks shows that the strategies used in the textbook based on the National Curriculum sustained to be less interesting than the current book. The teaching strategies and exercises incorporated in the English textbook (2006) were principally traditional. The researchers noticed that there were fewer educational approaches used in the textbook than in the existing curriculum. Comparatively, textbooks based on the Single National Curriculum (2020) are more advanced, using interactive and collaborative pedagogical strategies. The presentation and organization of modules, exercises, and activities were found to be more successful and appropriate for the learners' levels.

## 4. Discussions

English can be taught within the curriculum with regards to Phonology, vocabulary, grammatical structures, and syntax along with communication skills on a universal scale throughout all streamlines through a holistic approach, that is Single National Curriculum (SNC). But it can not show how to navigate these particular renditions of "the standard English," which would then, ultimately lead to pronunciation and spelling difficulties for the students. For the Single National Curriculum to be implemented at its best, needs a handholding and skill-based methodology for how listening, speaking, reading, and writing can be taught to children at early ages. Innovative and creative tactics can be brought by the teacher in the classrooms that are fundamental in developing engaging learning settings that will highlight communication skills in the students.

In the current era digital resources, internet platforms, and language learning applications have entirely changed the way students can learn a language. These resources help build a more practical experience for pupils by delivering materials in real time and providing feedback immediately. These technologies have increased the students' motivational engagement, and they also target their language development. In addition, game-based learning methodologies can bring more fun and learning success for young learners. Learning a second language at early years is more effective, as when children learn their mother tongue at early years, they can implement the same process and acquire the second language likewise. Living in the current time of technology and innovation, children are equipped with much better opportunities and resources, as compared to the past, for learning English as a Second Language.

This research concentrated on the two Curricula for teaching English to young learners: through efficient interactive and collaborative pedagogical strategies. These include role-playing and cooperative learning to

engage users more actively and develop language skills. Although the Single National Curriculum was planned to be implemented at Primary, Secondary as well as Higher Secondary levels, in the beginning. But following some political issues it could not be done as planned. The Single National Curriculum 2020 proposes eleven interactive and collaborative strategies that activate engagement, interaction & collaboration among the learners. On the other hand, The National Curriculum 2006 contained pedagogical strategies that are less interactive and collaborative and depend more upon traditional methods of teaching.

The new curriculum might benefit from additional strategies for successful teaching and learning. Including games and related activities can boost both fun and learning for young learners. The combination of digital materials, internet platforms, and language learning apps has greatly improved the way pupils learn language processes. These technology tools enable learners to practice English in numerous circumstances, access genuine resources, and receive rapid feedback on their language abilities. Consequently, the language learning experience has improved. Learners having the opportunity to use real resources showed better levels of motivation, engagement, and language competency than the ones who simply depended on textbooks.

## 5. Conclusion

In the new curriculum, English has been introduced more as a language rather than a subject at primary levels (Class I-V). This creates an essential shift in the teaching methods used to teach English. The Single National Curriculum (2020) lays much emphasis on the four basic skills for teaching the English Language i.e., reading, writing, listening & speaking which are necessary and considered to be the primary stepping stones for learning the English Language. The focus has been placed on communicating skills, specifically listening & speaking. New Single National Curriculum covers most of the interactive, cooperative & collaborative pedagogical strategies for teaching English at primary levels (I-V). The study found twenty different tactics, including input, debate, role-playing, cooperative learning, and more. The SNC covers the bulk of these strategies, having eleven referenced in official publications and fifteen used in English textbooks. Contrasting with the former curriculum, which used conventional methods of instruction, the SNC provides a broader choice of pedagogical methodologies for teaching English at the class 5 level. Although teaching aids appeared to be lacking at first, it was subsequently discovered that each page of the textbook included a section titled 'Teaching Point' that is intended to help teachers. Ultimately, at the elementary level interactive and collaborative pedagogical practices are critical for teaching English. Such strategies improve students' language competence, engagement, and communication.

## 6. Recommendations

Based on the research findings and results some recommendations are as under:

- This study was only limited to the pedagogical strategies for teaching English, whereas the strategies for teaching new and complex subjects i.e., science, math, and Urdu can also be studied and explored.
- The administration should take into account the need for more interactive and collaborative strategies in the further advancements of the curriculum to advocate active learning and student participation.
- Professional development of the instructors/teachers/trainers is needed to utilize these strategies properly in the classroom.
- Featuring advanced methods in the teaching of the English language, for example, task-based learning and project-based learning should be used as these can create a stimulating environment for students to learn English as well as teachers to teach English.
- Further inquiries on technology-enriched interactive and collaborative instructional/pedagogical strategies can be made and sharing successful practices might inspire educators to try new approaches.

## References

- Bagila, S., Kok, A., Zhumabaeva, A., Suleimenova, Z., Riskulbekova, A., & Uaidullakzy, E. (2019). Teaching primary school pupils through audio-visual means. *International Journal of Emerging Technologies in Learning (IJET)*, 14(22), 122-140. <https://doi.org/10.3991/ijet.v14i22.11760>
- Bernstein, B. (2000). *Pedagogy, symbolic control, and identity: Theory, research, critique (Vol.5)*. Rowman & Littlefield.
- Canto, S. (2019). The Advantages of Learning a Second Language at an Early Age [www.EarlyChildhoodEducationZone.com](http://www.EarlyChildhoodEducationZone.com)
- Ellis, R. (2003). *Task-based language learning and teaching*. Oxford University Press.
- Government of Pakistan. (2018). *National Educational Policy Framework*. Ministry of Federal Education and Professional Training.
- Guran, A. M., Cojocar, G. S., & Dioşan, L. (2020). A step towards preschoolers' satisfaction assessment support by facial expression emotions identification. *Procedia Computer Science*, 176, 632-641. <https://doi.org/10.1016/j.procs.2020.08.065>
- Ha, N. T. (2008). Learner strategies and language learning. *VNU Journal of Science, Foreign Languages*, 240-245.



- Izuagba, A. C., & Nwigwe, N. V. (2012). Enhancing the teaching and learning of English language using interactive strategies. *Eltan National Conference, A I F C E, Owerri, Imo State*.
- Irfan, M. (2021). English as a Second Language (ESL) in the Context of Single National Curriculum (SNC) in Pakistani Schools: A Critical Examination of Its Content. *International Journal of English Language Teaching*, 9(3), 112-128.
- Jamil, M., Ain, Q. u., & Chohan, I. R. (2024). Integration of core life skills in Physics textbook grade X: A qualitative content analysis. *Pakistan Journal of Law, Analysis and Wisdom*, 3(6), 119-131.
- Jamil, M., Arif, F., & Shahzadi, U. (2024). Integration of core life skills in Pakistan Studies textbook grade IX. *International Journal of Social Science Archives*, 7(2), 870-876.
- Jamil, M., Hassan, M. A., & Godil, D. I. (2024). Life Skills Integration in English Textbook Grade 5: A Qualitative Content Analysis. *Research Journal for Societal Issues*, 6(3), 23-34.
- Jamil, M., Jabeen, M., & Moin, M. Life skills in Biology textbook grade IX: A qualitative content analysis.
- Jamil, M., Mehmood, W., & Aziz, M. (2024). Development of Critical Thinking Skills: An Analysis of English Curriculum Grades I-XII (2019). *Spry Contemporary Educational Practices*, 3(1), 507-520.
- Jamil, M., Mehmood, W., & Noorani, Z. (2024). An Analysis of Physics Textbook Grade X for Critical Thinking Skills Development. *Pakistan Journal of Law, Analysis and Wisdom*, 3(4), 39-47.
- Jamil, M., Mehmood, W., & Saleem, A. (2024). Biology textbook grade X (2020): Analysis for the development of higher order thinking skills among secondary school science students. *Global Regional Review (GRR)*, 9(1), 29-35.
- Jamil, M., Mehmood, W., & Shah, F. u. H. (2024). Development of critical thinking skills among secondary school science students: An analysis of Chemistry textbook grade IX (2020). *Global Educational Studies Review*, 9(1), 13-20.
- Jamil, M., Muhammad, N., & Aslam, M. (2024). Critical thinking skills development: An analysis of mathematics curriculum 2006 (Grade-wise). *Global Social Sciences Review*, 9(1), 22-29.
- Jamil, M., & Muhammad, Y. (2019). Teaching science students to think critically: Understanding secondary school teachers' practices. *Journal of Research & Reflections in Education (JRRE)*, 13(2), 256-272.
- Jamil, M., Muhammad, Y., & Qureshi, N. (2021a). Critical thinking skills development: Secondary school science teachers' perceptions and practices. *Sir Syed Journal of Education & Social Research (SJESR)*, 4(2), 21-30.
- Jamil, M., Muhammad, Y., & Qureshi, N. (2021b). Secondary school science teachers' practices for the development of critical thinking skills: An observational study. *Journal of Development and Social Sciences*, 2(4), 259-258.
- Johnson, D. W., Johnson, R. T., & Holubec, E. J. (2014). *Cooperative learning in the classroom*. Interaction Book Company.
- Kagan, S. (1994). *Cooperative learning. Resources for teachers*.
- Khan, A. N. (2013). English as a global language: A historical perspective. *Journal of Education and Social Sciences*, 1(1), 102-105.
- Naseer, H., Muhammad, Y., & Jamil, M. (2022). Critical thinking skills in Pakistan Studies textbook: Qualitative content analysis. *Pakistan Journal of Social Research*, 4(3), 744-755.
- Paik, J. (2008). English language education in South Korea: A history of its government; policy changes. *Asia Pacific Education Review*, 9(3), 354-364.
- Ponomarova, V., & Lebedenko, K. (2021). Interactive tools of increasing primary school pupils' motivation in the native language learning. *Collection of scientific papers ΛΟΓΟΣ*. <http://doi.org/10.36074/logos-05.02.2021.v4.35>
- Richards, J.C. & Schmidt, R. (2010). *Longman Dictionary of Language Teaching and Applied Linguistics*. Essex: Longman.
- Slavin, R. E. (1983). When does cooperative learning increase achievement? *Psychological Bulletin*, 94(3), 429-445.
- Stern, H. H. (1992). *Issues and Options in Language Teaching*. Oxford: Oxford University Press.
- Samat, A. (2020). The effectiveness of multimedia learning in enhancing reading comprehension among Indigenous pupils. *Arab World English Journal*, 11(2), 290-302. <https://dx.doi.org/10.24093/awej/vol11no2.20>
- Scott, L. C., (2015). The futures of learning 3: What kind of pedagogies for the 21st century? *Education research and foresight (working papers)*.
- Ahmad, A., & Asghar, J. (2022). A Comparative Analysis of Single Nation Curriculum with the Previous National Curriculum. *Global Social Sciences Review (GSSR)*, VII(II), 137-146.
- Ha, N. T. (2008). Learner strategies and language learning. *VNU Journal of Science, Foreign Languages*, 240-245.



- Izuagba, A. C., & Nwigwe, N. V. (2012). ENHANCING THE TEACHING AND LEARNING OF ENGLISH LANGUAGE USING INTERACTIVE STRATEGIES. *ELTAN National Conference , A I F C E, Owerri, Imo State*.
- J. Richards, & P. John. (1992). *Longman Dictionary of Language Teaching and Applied Linguistics*. Essex:Longman.
- Slavin, R. E. (1983). When does cooperative learning increase achievement? *Psychological Bulletin*, 94(3):429-445.
- Stern, H. H. (1992). *Issues and Options in Language Teaching*. Oxford: Oxford University Press.
- Wenden, A., & Rubin, J. (1987). *Learner strategies in language learning*. London: Prentice/Hall International,.
- Zaman, M. S., Ali, S., & Saleem, K. (2021). Implementation of the Single National Curriculum (SNC) at Primary Level: Teachers' Expectations and Concerns. *Jahan-e-Tehqeeq*, 161-168.
- Veldman, M. A., Doolaard, S., Bosker, R. J., & Snijders, T. A. B. (2020). Young children working together. Cooperative learning effects on group work of children in Grade 1 of primary education. *Learning and Instruction*, 67, 101308. <https://doi.org/10.1016/j.learninstruc.2020.101308>
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.
- Wehrli, G. (2003). A taxonomy of strategies and tasks for teaching English. *The Internet TESL Journal*, 9(2).
- Wenden, A., & Rubin, J. (1987). *Learner strategies in language learning*. London: Prentice/Hall International,