

INVESTIGATING CHALLENGES FOR TEACHING OF ENGLISH TO MIXED-ABILITY LEARNERS AT SSC LEVEL IN SCHOOLS OF CHASHMA: AN ANALYSIS OF TEACHERS' PERCEPTIONS

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Abstract

This study investigates the challenges faced by teachers while teaching English to mixed ability learners at Secondary School Certificate (SSC) level in Chashma (Mianwali) Pakistan. Mixed-ability classroom presents diverse strengths, weaknesses or learning styles. The primary aim of the scholar is to analyze teachers' perceptions regarding these challenges and identify effective strategies. Employing a quantitative research method, Data was collected through a structured questionnaire from teachers of English across the four government schools in Chashma (Mianwali). The data has been collected, analyzed by using descriptive statistics to identify common trends and insights, specially the frequency of various challenges and adequacy of teaching practices. The findings shed light on specific difficulties, teachers encounter due to varied needs of students. The research also reveals several key challenges of coaching mixed-ability regarding their proficiency and social background.

Keywords: *Mixed ability learners, social background, purposive learning, teachers' perceptions, and effectiveness of study.*

Introduction

Students with varying skill levels are taught in the same class under a mixed ability teaching style. Exclusive scholars have defined the difficulty in lots of specific methods and the usage of unique perspectives from the teachers of English in exceptional academic settings.

Since English is used for many different purposes, it is commonly regarded as a worldwide language that has become more timeless due to its rapid expansion, particularly in the area of speaking English globally. Both tutors and learners face several difficulties while teaching and acquiring a language, particularly a second language. Richards and Rogers (2005, p. 1) claim that the twentieth century saw a lot of innovation and change in language instruction as a result of competing methods. English as a second language instruction has never been more difficult.

Teachers have to cater with different challenges when working with heterogeneous classes. Such classrooms are comprised of students of different social, educational, cultural and political backgrounds which makes it difficult for language teachers to deliver and for the students to acquire English in such a diverse setting. Hence, the most salient problem of such

classes is to find out the one common desire of the students and fix the level of instruction that will enable the students to gain from the process.

(Al-Subaiei, 2017) describes a mixed capability classroom that includes not most effective school internees with distinct competencies, but also students with an extensive form of mastering styles. Differences among SSC level students' competencies in terms of grammatical understanding, fluency and accuracy, vocabulary, receptive abilities and productiveness. This research demonstrates it, EMI (English as Medium of instruction) is used everywhere in the primary and secondary phases than in the tertiary phase

Since the early 20th century, English has become a common expression that has impacted marketing, science, tutoring, humanities, pedagogy, local language, and gaming. Today, its influence can be found in almost every aspect of society across the globe. The use of English in all spheres of life has been made easier by globalization. Additionally, this study will discover that teachers were either satisfied with EMI or believed that schools has implemented it more for prestige or ranking than for educational purposes. The results of this study shed light on the challenges associated with learning of English just as the primary language of instruction at the matric level in govt. schools of Chashma (Mianwali).

In this study the researcher has observed the perceptions of teachers of English through a structured questionnaire by applying quantitative method of research. Teachers' answers to the questionnaire has been analyzed and the results of quantitative research has been considered as applicable to all the teachers of English teaching in Pakistan. Data has been gathered for this study from four government schools of Chashma (Mianwali).

Statement of problem

Teaching English to mixed ability scholars (who are part of different families with low intellectual ability or non-linguistic skills) constitute a variety of provocation for teachers that can negatively affect the quality of instruction provided. Mixed ability and capacity formulations, in which school students with varying ranges of competence in listening, studying, speaking and writing are set together, are common in ELT lecture rooms over the globe. In such teaching, teachers face demanding situations because of numerous desires and expectations of the scholars, such as variations in language competence, mastering styles, cultural heritage, attitudes towards language, and motivation.

The researcher aims to explore English teachers' perceptions and classroom practices closer to learners with mixed ability, social background and those with purposive learning to achieve a specific goal, given the demanding situations they pose for effective coaching and gaining knowledge. Despite the importance of addressing these challenges, little is known about the perceptions of teachers, so this study has observed target population (teachers of English) to discover demanding situations and intellectual's ideas for teaching English to mixed-ability students.

Objectives of the Study

Major purpose of this research is, to investigate the challenges teachers face while teaching English to mixed-capacity lot and offer insights into their views. The specific or the primary objective have been an examine, to investigate the demanding situations confronted with by the instructors while educating English and to discover their views. The specific desires of the study are as ;

- i. To determine the challenges teachers look out when teaching English to mixed-ability students.
- ii. To understand how teachers modify their teaching approaches to meet the obstacles of teaching English to mixed-ability students.
- iii. To provide insights that can identify effective teaching strategies for teaching English to mixed ability students.

Research Questions

- i. What specific obstacles do teachers look out when teaching English to mixed-ability students?
- ii. How do teachers recognize and understand the challenges of educating English to mixed students?
- iii. What strategies do teachers use to overcome mixed-ability challenges?

Rationale of the study

The rationale of this study is that it may have important ramifications for English instruction in classrooms with mixed ability students as population. It specifically, provides information about the challenging circumstances teachers' encounter when instructing blended-potential students in English as well as how they perceive those challenges regarding abilities, social backgrounds and their goal oriented learning. These facts can be utilized to create instructional strategies that effectively address school students with combined abilities' who aspire to learn enhancing English language instruction.

The study can be significant for legislators to make decisions about professional development programs and instructors' training. Teachers can receive the necessary training and assistance to meet the challenging demands of teaching English to students with a range of abilities. Encouraging Student Success: Successful teaching methods that address the various learning preferences of blended-potential can increase student satisfaction in English language learning. Teachers will benefit from this for a long time in the form of professional teaching and training, making decisions and plans.

The results of this analysis can be helpful in decision-making and planning when it comes to teaching English to intellectually mixed class. The findings of this study will help to create better English language instruction in combined lectures by identifying the issues, teachers encounter and investigating their perspectives in relation to the social differences and goals-based learning.

Delimitations

This research has been conducted at SSC level in 4 schools of Chashma region. The Teachers of English were taken as selected population. Preeminent focus of indicated research was to analyze the practical activities of the teachers of English in blended classes. Data was gathered through teachers. As there were no more than 10 teachers in each school, therefore responses of only 40 teachers were taken as primary data.

Literature Review

This literature review deals with a deep observation through investigating the challenges for teaching of English to mixed ability learners at SSC level. For the purpose the researcher has gone through the past literature relevant to the needs of mixed-ability learners of English in combined classroom and also their society backgrounds as well as the purposive learning demands. In this review it has been focused and sought out that the factors involved in guidance of English to mixed abilities and teachers concerns about the social differences attached with the

purposively acquiring of second language. The researcher has taken the secondary data by studying the latest publications of different researchers relevant to the variables (dependent & independent both).

Mixed ability learning refers to an instruction where students exhibit varying levels of proficiency in the target language. Teachers in these classrooms must devise strategies tailored to each student's individual learning requirements. Slow learners consistently exhibit immaturity in comparison to other students and perform poorly. It is well-known that these students take time to pick up academic skills like timetables and spelling rules. Further, it has been reported that these students lose track of time and events and are unable to apply what they have learned in different tasks. Lastly, it is claimed that these students set and work toward long-term objectives. (Hayati, 2015). It's also difficult to mention when advanced or struggling students are not addressed (Hayati, 2015).

Some students may find a lesson's contents or activities to be excessively simple, while others may find them to be challenging (Mirani et al., 2015). In (Aghazadeh., 2015, p.1115), Textbooks are "the invisible heart of any ELT program," They offer the goals of language acquisition and serve as a working agenda and lesson plan for educators and students. Teachers and students can both gain from them in equal measure.

On the other side, Greeney's (2016) belief of the minimalist narrative method, is based on the idea that inexperienced persons with adult beginners, especially, are impatient, cognitively active, and curious. They want to get the work carried out very quickly using their hassle-fixing competencies and can reject the constraining educational designs or activities. According to Mustafa (2016, p.727), parents are usually impressed with the use of English in education. He stated that English is used in Pakistan usually by the elite class. Shah (2017) considers English as the symbol of prestige and economic stability in Pakistan. In this regard, the English language is perceived more or less as a symbol of power in Pakistan. There are five major languages in Pakistan, besides Punjabi, Pashto, Sindhi, Siraiki and Balochi and the officially recognized language is Urdu, but in the domains of power like education, bureaucracy, army and other domains of power English is more valued.

However, these studies concentrate greater on quantitative critiques, regularly ignoring the qualitative components. Whereas qualitative strategies which include interviews and classroom commentary show an in depth photo of students' engagement and motivation in ESL purposive conversation. They reveal complex social relationships amongst students within the study room, leading to conversation achievement. Similarly, longitudinal studies are missing, thereby proscribing know-how on the sustained influences of blended teaching /learning on ESL students' communicative purposes over the time.

Preferred education guides are the building blocks which set a very good foundation for collegians academic prowess. An important side becoming famous is one such fundamental route, Purposive communication—converting inexperienced persons into useful, and confident communicators. Educators must introduce new teaching methods to offer powerful Purposive communicate for students. This exploration occurs when there is a convergence between face-to-face instruction and the contemporary online sources (Johnson and Lockee, 2018).

In spite of the developing interest in ESL learning very little attention has been paid to integrating culturally responsive pedagogy into this subject. ESL classes commonly comprise newcomers from different cultures (Gay, 2018). Mastering approaches ought to be followed to meet this variety. But, the studies on this area have been restrained; therefore, it has not been

possible to increase socially relevant mastering techniques particular to ESL purposive courses. In addition, it's far critical to analyze how subculture can impact scholar interplay and getting to know experiences in combined classrooms to make inclusive learning environment.

According to Daller and Phelan (2018) fluency in English is to be a prerequisite for success in all academic subjects (p.161). Teachers teach to the average and ignore the advanced and struggling groups when they are unable to instruct and interact with students at all levels because of large class size and their time-consuming nature (Khadka, 2019).

Pakistani society is difficult to interpret in terms of language boundaries because it is a collection of many languages and societies with a variety of dialectical variations in each individual language. Every province in Pakistan has one or more widely spoken core languages, and English has a representational status because of its noble connotations. Rahman (2019), although the decision to promote English language in Pakistan was made with political motivations, its implementation fell short due to shy frame.

The requirement for a collaborative environment that fosters peer learning and collaboration presents another difficulty when teaching English to students with a range of ability levels. It can be challenging to provide different kinds of feedback and assessments to students based on their skill levels in the classroom. Instructors need to be able to give students constructive criticism that is appropriate for their skill level and make sure that every student receives the right kind of criticism (Yildirim et al., 2019).

The government issued a directive to provide every student with the opportunity to learn English as an implicit tool; however, the policy's implementation is hampered by the current institutional setup and the dearth of declared preceptors (Jadon et al, 2020). Speaking fluently is crucial for learning. Speaking is frequently prioritized in EFL classrooms, and many teachers are implementing Communicative Language Teaching (CLT) techniques (Teh, 2021).

Dr Shahbodin et.al. (2021) has very rightly pointed out in his article, "English Language teaching at Intermediate degree in Pakistan: vision and truth", "earlier than partition in 1947, it changed into presumed that the give up of the British authorities could bring about the slow but certain loss of life of English in South Asia. This, of path, has now not befell up to now, since the creation of Pakistan, English as a language has loved a distinguished vicinity although its popularity has kept on fluctuating from professional language to non-respectable language".

Learning English as a second language since it makes communication easier. It makes it possible for ESL students to communicate effectively, comprehend and share diverse points of view, and actively engage in social situations. Additionally, having good speaking abilities makes one feel more confident in a variety of situations, build connection with humans from different surrounding, and expands one's professional options internationally (Devi, 2022).

Furthermore, the study also shows that the usage of EMT (English as medium of training) is greater in the number one and secondary stages than inside the tertiary section. It can suggest that EMI is popular and practical at any education level internationally (Gul et al., 2022).

Studies also highlighted the role of English as the medium of preparation in the getting to know tactics of the scholars. As: "nations whose native languages are not the languages of schooling have promulgated language guidelines to remedy verbal exchange troubles of their college systems" (Razaq & Atta, 2023).

Sun (2023) investigated the practices of educators in emergency online classrooms that focused on reading skills throughout the five DI additives: content material, process, and product, have an effect on, learning environment. The study has determined to extend the success

between better and low achievers, differentiating studying tasks with one kind of fabric degrees and also accelerated scholar autonomy in studying L2 texts.

The studies that were previously discussed mainly concentrated on identifying the difficulties and methods used in classes with different backgrounds. Nonetheless, research on the attitudes and proceeding of English tutors toward blended classes is lacking. This study is distinctive because it focuses exclusively on investigating how teachers view society variations with goals of struggle makers and actually teach English language in mixed-ability classrooms.

Research Methodology

The purpose of research is to investigate challenges of Teaching of English to Mixed-Ability Learners at SSC level in Chashma (District Mianwali) Empirically, researcher used primary and secondary data sources to describe the phenomenon of mixed ability learners at this level. This study used a review of existing literature on various factors that affects teachers' methods of teaching and students performance in English learning class. The nature of the research is exploratory. While descriptive research seeks to investigate social issues in depth by attempting to answer the questions like "how," and "why". Exploratory research seeks to ask "what" questions about any issue and try to answer it. As a result, according to its goals, this research is an exploratory study. Researcher reviewed the literature data on the subject of study using resources as secondary data analysis technique. A survey method is used to obtain primary data on the subject under investigation. Using closed questionnaires to gather opinions and perceptions about the Investigating challenges of Teaching of English to Mixed-Ability Learners at SSC level.

During the data collection face to face encounters (to seek permission of school heads) as well as online relationship with respondents was made and tool was observed by the researcher. The population of the current study is teachers of English belonging to high schools of Chashma (District Mianwali,Pakistan). A multi-level sampling approach (divides the population into agencies or clusters) for engaging in studies. A cluster sampling approach (divides the population into groups or clusters) for wearing out studies. It was used to study the population. In this way researcher selected forty teachers of English through convenient technique from selected schools of Chashma. The ethical considerations have been observed during the research work conducted for the purpose of getting a better knowledge about the thoughts of teachers of English at SSC level.

A prior permission have been sought by the researcher from heads of the institutions selected for primary data (teachers of English at SSC level) .The different methods that are used to analyze the data are described. In order to summarize and analyze numerical data which is collected through questionnaires, the study uses descriptive statistics.

Theoretical Framework

DI(Differentiated Instruction) is a learner-centered approach that is intended to take into account each student's individual differences and ensure their success. It entails modifying instructional activities to provide a range of choices for information absorption, concept comprehension, and knowledge expression. To achieve effective DI, educators must modify their lesson plans in accordance with students' interests, learning profiles, and readiness levels. Tomlinson and Moon (2013) state that in order to implement differentiated instruction (DI) effectively, five essential elements must be taken into account: affect, learning environment, content, process, and product.

Three key concepts serve as their guidelines: learning profile, interest, and readiness. Firstly, educational materials ought to be captivating and customized to meet the various requirements of students, taking into account their aptitude levels, passions, and styles of learning (Tomlinson, 2014). Second, there should be flexibility in the learning process to allow for differences in learning styles and rates as well as to accommodate each student's initial learning profile. Thirdly, the educational materials, which are frequently connected to final examinations. Neuvirthove and Gad Suva (2021) also asserted Tomlinson that they must also use a variety of tools and strategies to accommodate students' varied learning requirements. Additionally, a large amount of DI research in ELT has been carried out with students in elementary and secondary school. Enhancing speaking abilities has also received little attention; instead, more research has focused on problems of Students in learning and developing general English proficiency. The conversation also reveals a sizable research vacuum regarding the use of differentiated instruction (DI) to improve adult learners' ESL speaking abilities.

Data Analysis

Primary Data Analysis

Data analysis/records evaluation is the method of inspecting facts to draw out useful information and help in decision-making. Following the gathering of data through questionnaire with teachers, a systematic interpretation. The data acquired from the survey method were analyzed descriptively and shown graphically. The gathered records were prepared and then descriptively examined and analyzed. The evaluation of the quantitative statistics became finished through the SPSS.

The reason of this research is Investigating Challenges for Teaching of English to Mixed-Ability Learners at SSC level In Schools of Chashma: An Analysis of Teachers' Perceptions. It also focuses on the research on the factors affecting the mixed ability learners and factors that affect teachers' methods of teaching. To examine the phenomenon of mixed ability learners, researcher has used primary and secondary data sources. As primary data, survey methods were used on the opinions and perceptions of teachers' in Chashma schools/colleges and the factors that maintain participation and teaching method of teachers.

This research mainly addresses the research questions 1 what specific interrogation do teachers face while teaching English to mixed-ability students? 2 What approaches do teachers use to overcome mixed-ability challenges? 3 What insights can be gained from the perspectives of teachers that can form the development of effective teaching strategies for teaching English to mixed-ability learners?

The researcher has used various tools such as online questionnaires to collect data. In the present study, teachers were asked to fill online questionnaire via Google forms. This technique is usually called structured questionnaire.

Results and Conclusion

Results

Majority among the teachers mentioned that there are the students of differential interests and more than one intelligences and competencies having exceptional cultural and educational background. They all might not be inquisitive about the subjects and activities provided by the instructor. The trainer has to broaden multiple versions of the identical instructions for the blended ability learners. The magnificence may be homogeneous best in few factors but it will be heterogeneous in lots of aspects.

In this kind of magnificence, teaching is extra difficult and complicated as students are of various potential and language steps, coral intelligences, special mastering speeds and a couple of learning patterns and choices. It is as a consequence, apparent that we can't anticipate a dramatic change in students. If this is the case, it'll cause trouble.

There are many demanding situations while dealing with mixed-ability students because of the scholars' specific background. It's also crucial to differ the substance to involve the students apparently in learning. Every teacher goes through a number of hitch at the same time as teaching to students of differential ranges of ability. The instructor abreasts those blended-capability followers every day.

English has been compulsory at primary, elementary, high and higher secondary level since long. But it always remained just like a threat for learners with mixed abilities in the class room. On the basis of research, the researcher received responses from the teachers of English and analyzed that most of the teachers have been feeling same problems with mixed ability learners. At SSC level in schools e.g. all the target population (teachers of English) agreed to the statement that students at this stage cannot communicate in English in the classroom, not even with each other.

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Most of the teachers (target population) of English at high schools of chashma region of Mianwali (agreed to the statement that teachers create conducive atmosphere for mixed ability learners-still cultural/ social background affects the speaking skills of mixed ability learners in EL. The Teachers of English agree that in classroom teacher cannot pay attention, equally to students of mixed abilities.

Most of the tutoring practices used inside the conventional (face-to-face) lecture room, can be carried out efficiently to other modes of coaching like on-line, mixture, or combined learning environments or the other way around while implying DI(Differentiated instruction) approach, no matter the technique and mastering space, powerful pedagogical practices need to be designed with the learner in recalling so that you can boost engagement and ultimately, effect mastery of students consequently. There is always a gap between students' learning capacity for English and the tasks, they are given to achieve.

Persuasive learning build on efficacious teaching. Due to dearth of transmission and demand of teaching deliverance, teacher can't authenticate that all students are studying adequately. With reference to this issue, slow ones feel at loss with students of high ability, 55% teachers agreed to this statement. Designing activities for slow learners also causes a gap between fast learners and the slow learners. Almost 50% shared positive response to that pedagogical strategies in English teaching resolve to students' challenges and majority of them showed a positive response.

Limited course out-line brings hindrance to teachers to create activities for spoken language. Majority of teachers appeared with yes (65%). While 35% selected 'no'. Students with good memory for learning English have no confidence for speaking English. Majority of teachers agreed while 25% strongly agreed with this statement. Grammar biased SSC level lessons

develop non-interested attitude. Grammar course dropout, 40% Tutors of English try to resolve the challenges, majority of respondents agreed. Hindrance of large size classes in government schools causes a blockage in learning second language. Most of the teachers agreed that English language teachers must get training to deal with mixed-ability. English language teachers must get training to deal with mixed-ability learners.

Findings

This study has explored that mixed ability learners are present in classroom at SSC level. Teachers need to tackle with such students with mixed abilities. The research finds that most of the teachers do not get any type of training before joining such classes of mixed ability learners especially at SSC level Gender wise mostly respondents' fall in female (57.5%). The age of most respondents fell above 40. Mostly respondents selected WAPDA girls higher secondary school & Inter College Chashma (30%). For teaching experience most of the teachers selected more than 15 years (35%). Majority respondents selected yes (50%) It mean they attended training. All respondents selected yes (100%); it means some students cannot communicate in class.

Students with different personalities; mostly respondents selected agree (62.5%). Teachers create a conducive environment; about (50%) selected agree. Cultural background affects students' spoken skills; the majority of respondents selected Yes (85%). Attention towards students; majority of respondents selected agree (52.5%). Teachers fulfill students' needs; the majority of respondents selected agree (62.5%). Pacing guide is ever supportive for mixed ability individuals; most of population chose agree (40%). Most of the students cannot communicate using English language; majority of respondent selected agree (60%).

There is a gap between teaching and learning capability; the majority of respondents selected agree (47.5%). Some students with very low language ability lose interest; the majority of students preferred agree (57.5%). Simplifying the lesson for slow learners; the greater part of responders selected agree (52.5%). Some students do not have confidence to communicate in English; most of the population have chosen agree (55%). Mixed ability feel that they are not treated fairly; more than half of respondents favored agree (55%).

Designing activities for different ability learners: mostly respondents selected agree (35%). Teachers apply pedagogical strategies while teaching mixed ability classes; about half respondents selected agree (50%). English language teachers try to resolve the challenges; overall most of them responded to agree (47.5%). Large size classes become hindrance; most of them preferable agree (45%). Language teachers must get training; the majority of respondents agree (45%). Limited course outline resists teachers to create activities; the majority of respondents selected yes (65%).

Measuring from single text book makes the students at loss in developing skills; the majority of respondents selected yes (62.5%). Perceived language barrier is one of the reasons for boredom of mixed ability; majority of respondent selected (72.5%). Students with good memory; overall of respondents individuals agreed (52.5%). Grammar based lessons at SSC level develop non interested attitude; a lot of answerer approached agree (40%).

Teaching methods matter more than text book; the responders preferred agree (52.5%). Mixed ability learners get more interest in a teacher centered class; many interviewees favored agree (50%). Have you ever applied group learning technique for mixed ability learners; the larger number of teachers screened agree (52.5%). Different co-curricular activities help in improving English learning for mixed abilities; the many of informants chose agree (50%).

Teachers have issues in multi-level categories while they take care of preparation due to diversity in mental approach; the greater part of target individuals picked yes (67.5%). Correcting students verbal mistakes during communication; the many of teachers selected agree (55%). Providing different techniques to suit each individual needs is impractical; the informants retorted agree (52.5%). Formative assessment is helpful for mixed ability learners; the abundance decided agree (55%). Teachers to achieve the already set goals with mixed ability learners in class; the average of preference to agree was (45%).

Conclusion

This study has explored that mixed ability learners are present in classroom at SSC level. Teachers need tackle with such students with mixed abilities. The research finds that most of the teachers do not get any type of training before joining such classes of mixed ability learners especially at SSC level. This study has been done after a research through the sampling technique, creating a questionnaire for the teachers of English in a structured form. Where teachers added responses to questions by clicking options (Likert scale, ordinal scale). On the responses base, the study concludes that training for teachers regarding the mixed ability students is not developed as part of teaching courses. Mixed abilities can be due to social/cultural background. Due to improper attitude and the lessons planned for high ability learners, many students come under conditions of dropout.

Only focus on slow learners of language adopting activity makes the fast learners get bored. Students of mixed ability have problems in class. Once they are added in a group, they are treated as the same. Teachers usually focus on measurement of students' ability only through the prescribed syllabus. Monotonous teaching methodologies must be avoided. As in teacher centered classroom, students are analyzed on the base of their individual ability. Learners should be given opportunities. They mostly develop to write and read but do not have the vocal power at SSC level.

Instead of focus on completing the text books and cramming for papers audio/lingual activities be created by using DI (differentiate instructions) method for the learners with mixture. Students though develop reading and writing but don't acquire vocal skills. For the purpose this study concludes that verbal tests must be part of annual exam. So the students pay serious attention towards vocal skills. Spoken experiences should be part of exams. Participants responded facts that discipline is also a problem in classrooms with mixed abilities. With multiple intelligence such students cause for teacher's management problems. Impossibility of individual attention, lack of activities for each individual are the major contest for the teachers of shuffled ability learners at SSC level. Teachers must be trained to initiate about the learners of shuffled ability.

Recommendations

In the light of the research conducted and analysis made by the researcher. Following can be the recommendations of this study for policy makers of curriculum of English at SSC level. This can be helpful for other researchers to note the perceptions of English language teacher regarding mixed ability learners in the classroom.

- Training with regard to mixed ability learners should be an integral part of teachers training programs especially for teachers of English.
- Limitations of one text book to learn EL should not be imposed on the learners with mixed ability.

- Teaching methods must be enhanced and improved instead of running behind the syllabus deadline.
- Large size of classes be avoided especially in EL learning classes with mixed abilities.

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