

Addressing Challenges in English Language Education in Under-Resourced Environments

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Abstract: *Nepal's poor schools fail to teach English because of bilingualism. Rural schools struggle to teach English despite government instructions, student, parent, and community expectations, and globalization-driven demand. This study examined Nepal's resource-constrained English language teachers' challenges and solutions. Two Dadeldhura, Nepal, public secondary schools were chosen for qualitative story inquiry. An in-depth interview assessed participant data. Results suggest English teachers struggle with student-centered instruction, new curriculum, resource limitations, and full classes. To overcome the challenges, teachers should emphasize vocabulary development, use a variety of teaching methods and materials, be interactive, and encourage students to learn English. This study shows that rural Nepal's schools struggle to teach English owing to limited resources, overcrowded classrooms, and weak language skills. With personal devices and other methods, constraints were circumvented. Focus is on vocabulary and motivation.*

Keywords: Resource-Limited, English Language Education, Strategic Adaptation