

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 Dadeladhura, 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

I. INTRODUCTION

English education has evolved from being a foreign language to an international one as a result of its rapid growth and extensive use. English is a global language that provides opportunities for employment, travel, education, and a better quality of life. Saud, 2020a; Saud, 2020b; Crystal, 2003. In 1854, English language instruction began in Nepal during the Rana dynasty, and it soon surpassed Nepali as the nation's second most spoken language. Although English language instruction has been taught in Nepal for a long time and has been supported by the UN and American concepts, it still faces a number of challenges. GoN and MoHP (1991); Bhandari and colleagues (2009).

Funding, paperwork, research, and standards for teaching English have never been adequate in Nepal. Some of the challenges in teaching the language include linguistically diverse classrooms, a lack of professionalism among English teachers, a shortage of qualified teachers, overcrowded classrooms, inadequate physical facilities in educational institutions, limited textbook availability in remote locations, and more (Acharya et al., 2020; Aryal et al., 2018; Awasthi, 2010).

When employing English as a medium of instruction, English teachers encounter a number of challenges, including limited student exposure, native language interference, insufficient proficiency, lack of support, a demotivating environment, and resource limits. Khatri, 2019; Bista, 2011; Ranjit, 2022. Many methods have been shown for teaching English to young kids in challenging situations, such as including the community and parents in the educational process, engrossing youngsters in games and songs, and using visual aids to overcome linguistic hurdles. Kuchah (2018).

Teaching English should prioritize communication above rigorous grammatical rules, take into account the diverse backgrounds of students, and include them in interactive, learner-centered activities including group projects, peer reviews, and problem-solving exercises, claim Wickham and Versfeld (1998). Due to a number of variables, such as a shortage of qualified teachers, limited resources, cultural barriers, and socioeconomic challenges, English proficiency disparities among rural kids may have a lasting impact on their educational and professional opportunities.

Therefore, this research aims to investigate the particular challenges Nepali rural schools have in teaching and learning English, as well as workable strategies for improving the English language proficiency of rural pupils.

II. LITERATURE REVIEW

Under-resourced contexts can be found worldwide and can take many different forms, such as schools without basic supplies or books, establishments without access to modern technology, and classrooms with large class sizes that prevent each student from receiving individualized attention (Curtis, 2021). the connection between teacher turnover and Ghanaian working conditions (Schwartz et al., 2019). Poorly designed teaching and learning materials (Chirwa & Naidoo, 2016), crowded and cramped classrooms (Coleman, 2018; Zulu et al., 2006), limited access to modern technology, such as computers (Huang & Hong, 2016), inadequate time spent in class and at school (Farbman, 2015), and a lack of initial teacher training and/or ongoing professional development for teachers (Bietenbeck et al., 2018) are just a few examples of under-resourced contexts documented in numerous studies.

In South Asian classrooms, traditional teaching methods that primarily emphasize memorization and teacher-centered approaches are prevalent, which limits students' ability to think critically and participate actively. Furthermore, the region's schools still face issues including discrimination and the use of corporal punishment, which disproportionately hinders girls' access to education, particularly in Pakistan and Afghanistan (UNICEF South Asia, 2021). According to Copland et al. (2014), teaching English in a global context also requires a deep understanding of intercultural communication, cultural sensitivity, and the ability to establish inclusive learning environments.

Teaching English might be difficult since South Asia is home to a wide variety of languages and dialects. Teaching English poses unique challenges for educators due to the region's diverse linguistic, cultural, and socioeconomic landscape (Neupane & Joshi, 2022). English instruction has faced a number of challenges and problems both in Nepal and globally (Bhattarai, 2017).

Some of the challenges in teaching the language include a shortage of competent teachers, crowded classes, mixed-ability classrooms, linguistically diverse classrooms, poor academic facilities, and a lack of professionalism among English teachers (Aryal et al., 2018). In certain respects, English has a promising future in Nepal. However, there have been a number of difficulties since there aren't enough English-speaking teachers and learning resources, and subject teachers who don't speak English well have accepted English-medium schools (Shrestha & Gautam, 2022). Through interactive and communicative language activities including language games, group projects, and pair work, learners are encouraged to actively participate and engage with the language (Copland et al., 2014). Local ELT practitioners must think globally while operating locally in order to develop an effective EIL teaching style (Kramsch & Sullivan, 1996; Saud, 2019).

According to a cursory review of the literature, ensuring that the school has enough resources and training is necessary to minimize the challenges associated with navigating English language teaching. Students find it challenging to acquire languages and communicate successfully in Nepal's rural schools due to a lack of contemporary resources, qualified professors, and experienced teachers, according to a number of academic studies (Aryal et al., 2018; Ghimire, 2019a; Timsina, 2021). More research is specifically needed to fully comprehend the significance of proficiency in English and the difficulties in learning the language (Adhikari, 2019; Lally et al., 2018). Additionally, although some studies discuss the influence of technology, little is known about how Nepalese teachers with limited resources, including technology, can effectively use these tools to enhance the quality of their English instruction.

III. METHODS AND PROCEDURES

This study used a descriptive qualitative research design using the narrative inquiry methodology. Two English instructors were recruited for each of the two public secondary schools in Nepal's Dadeldhura district, which were purposefully chosen as the research region. Thus, four English instructors from two public secondary schools in the Dadeldhura area participated in the research. Open-ended questions from an in-depth interview guide were used to gather data.

The painstaking processes of text and audio transcription, data coding based on the themes found, and narrative construction that offered a thorough and genuine depiction of the participants' experiences came next. The study issue was rigorously and thoroughly explored thanks to this multi-step technique.

In order to better comprehend the results and relate them to the objectives of the research, the data was examined and interpreted by grouping it into themes. Each teacher's tales and thoughts were uncovered and comprehended via the use of a theme approach. This made it easier for me to understand the challenges they had while instructing English. According to Kiger and Varpio (2020), this technique aids in locating recurrent themes or patterns in interview data. In order to create significant themes, it entails putting related ideas into more general categories (Kiger & Varpio, 2020). The participants' pseudonyms have been employed to preserve their integrity and privacy.

IV. RESULTS AND DISCUSSION LIMITED TECHNOLOGICAL RESOURCES FOR

1. Teaching English

Technology is being used into education more and more as a result of its quick development. Computers, tablets/e-readers, televisions, mobile phones, radios, and multimedia projectors are examples of common technology resources (Barksdale et al., 2021). Increased educational access, quick information, enhanced communication, interactive learning, and affordable access to educational resources are just a few advantages that these modern tools provide. All of these advantages positively affect English instruction. All of the study's participants, who have a wealth of expertise instructing English, offered their opinions on the tools available for English instruction. Teacher A, one of the study participants, described his experience: We do have textbooks as one of the materials accessible, however regrettably, the recent curriculum change has caused a delay in acquiring the revised textbooks. We also have a projector, but it isn't working well since we don't have enough technical supplies.

The instructor said that the recent curriculum change has caused a delay in the delivery of the revised textbooks. Additionally, there is a projector in the school, although its use is limited by a lack of technical resources. Because there aren't enough technology resources, the only resources accessible are textbooks, a whiteboard with markers, and a broken projector. The delivery of interactive learning experiences and efficient English language training is hampered by the lack of sophisticated technology tools. The teacher narratives are in line with the Theory of Rurality, emphasizing how the quality of English language instruction is directly impacted by underfunded rural schools' restricted access to technology, including projectors and audio-visual aids (Leibowitz, 2020).

2. Similarly, next research participant, Teacher B shared his experience:

There are fantastic physical facilities at my school. But our school is not up to par in terms of technology. Projectors and audio-visual assistance supplies are not accessible. As a result, the only tools I have for teaching are a conventional board and a board marker. The instructor draws attention to the technical shortcomings of the institution, particularly the lack of projectors and audiovisual assistance supplies. As a result, his main teaching tools are a conventional board and a board marker. The instructors' accounts point to a number of problems, including a shortage of projectors and other audio-visual aids, a dependence on conventional teaching tools like boards and markers, and delays in getting updated textbooks. In a similar vein, a research carried out in Nepal revealed that a lack of suitable technical tools makes it difficult for English language instructors to integrate technology into their lessons. Effective English language instruction in schools is severely hampered by limited access to resources like projectors, radios, CDs, cassettes, and other audio-visual aids (Adhikari, 2021).

V. POOR SITUATION OF ENGLISH LANGUAGE AMONG STUDENTS

Students' poor English language competence makes it difficult for teachers to create effective programs to improve their language proficiency, which makes teaching English difficult. In a setting where the language is not used on a daily basis, teaching English becomes very difficult. For pupils to learn a language effectively, they must have enough exposure and prior knowledge. Students may find it difficult to learn English without these crucial components, which might demotivate them and worsen their already low level of English language competency (Wickham & Versfeld, 1998). The participants discussed their opinions on the condition of English instruction in their individual schools at the moment.

Teacher A, one of the study participants, related his experience: Considering the present circumstances, I've seen that some kids have trouble pronouncing words correctly. It's possible that as educators, we haven't given them enough instruction on proper English word pronunciation. It might be difficult for me and the students to learn the proper pronunciation since English and Nepali are so unlike. Additionally, I've seen that pupils struggle with their reading abilities as well.

The instructor recognized their own potential weaknesses in teaching proper pronunciation after seeing pupils having difficulty with it. They acknowledge the difficulties brought forth by the linguistic distinctions between Nepali and English.

The instructor also saw that the kids' reading abilities were lacking. Both students and he may find it difficult to learn proper pronunciation because of the notable distinctions between Nepali and English. Furthermore, Teacher A has seen that children struggle with reading, especially when it comes to complicated terminology. According to Lev Vygotsky's socio-cultural theory, language acquisition is based on social and cultural practices, emphasizing the crucial role that social interaction and cultural environment play in cognitive development (Lantolf & Pavlenko, 2008). Likewise, another participant, Teacher D also shared that:

The state of instruction at my school is appalling; the situation is quite bad. Our pupils' poor command of English makes it difficult to instruct and explain lessons to them; they find it difficult to grasp the material. The instructor is unhappy with the subpar teaching environment at the school because of the pupils' low English proficiency, which makes it difficult to present and comprehend lessons effectively. It may be inferred that pupils' current state of English language ability is seen as low, as shown by a drop-in practice and interest. Some educators also observe that pupils struggle with reading comprehension and pronunciation.

According to research by Ranjit (2022), instructors of English have noticed that many pupils struggle with the language and experience humiliation and dread while speaking it. English courses are often skipped or left early by certain pupils. Their incapacity to communicate effectively in English is the root cause of their lack of drive. There are many obstacles to overcome when teaching a language that has little practical use, and inspiring students is made much more challenging in the absence of enough exposure. The challenge of teaching English is further complicated by the pupils' insufficient linguistic skills.

VI. STUDENT-CENTERED LEARNING CHALLENGES WITH WEAK ENGLISH LANGUAGE SKILLS

By taking into account students' past experiences, encouraging active participation, developing higher-level thinking, and promoting lifelong learning, student-centered learning seeks to personalize the educational process. This method supports the educational goal of creating critical, capable people and future professionals by encouraging students to organize, evaluate, and synthesize knowledge via collaboration and resource access (Bisural, 2022a). However, when students' English language competency is low, it becomes difficult to use student-centered learning methodologies in English instruction.

It may be difficult for English instructors to successfully use student-centered learning methodologies when students' inadequate language proficiency prevents them from participating in brainstorming or active engagement activities (Barksdale et al., 2021). Teacher A, one of the study participants, expressed his opinions: I struggle with my kids' poor English and disinterest. This makes it more difficult for me to comprehend materials and use them in student-centered activities. It is challenging to successfully use student-centered learning because of their inadequate ability, which impedes understanding and meaningful relationships.

The instructor finds it challenging to understand texts and involve students in student-centered activities because of the students' poor English, trouble with the topic, lack of motivation, and lack of attention. According to research by Bisural (2022a), students' poor English competence and fear of speaking the language prevented them from actively participating in class activities including speeches, group debates, and presentations. It also emphasized comparable difficulties in successfully putting the student-centered approach into practice because of pupils' poor English ability and language anxiety. According to the survey, students showed little interest in participating in class activities including group discussions, brainstorming sessions, speeches, and presentations. These results highlight how

challenging it is to get students involved in communicative and interactive activities, which are essential to the student-centered approach.

VII. CHALLENGES IN EFFECTIVELY IMPLEMENTING THE NEW ENGLISH CURRICULUM

An organized framework that describes the aims, objectives, subject matter, and teaching methods for teaching English is known as the English curriculum. It covers a wide range of topics, including vocabulary, grammar, speaking, writing, listening, and reading. The oral-structural-situation approach has been a major emphasis of the current curriculum since the literature-oriented English curriculum was revised in 1981. Its goal is to help students become more proficient in using English in everyday situations (Bista, 2011). Students' low level of English proficiency, their lack of familiarity with new material, the need to modify the curriculum to meet the needs of a diverse student body, language barriers, low student motivation, and limited exposure to the target language are all barriers to implementing an English curriculum (Ghimire, 2019b). Teachers spoke about the difficulties they had putting the new English curriculum into practice. Teacher B, one of the participants, spoke about his experience:

The new curriculum ignores our pupils' abilities because of where they live. Assuming that they must compete internationally, it seems to give preference to pupils from Kathmandu or metropolitan regions. The curriculum should, in my opinion, be modified to suit pupils from rural regions who are less proficient in English. Their limited English proficiency results in time limits to cover all subjects, and the intricate teachings make it difficult to guarantee complete understanding. The new curriculum, which emphasizes English for global competitiveness, seems to be slanted towards metropolitan regions. The instructor promotes a program that is specifically designed to address the lower level of English competence among rural pupils.

Complicated teachings make it harder to understand and are challenging to successfully express. Consistent with the results of my research, Panthee (2020) also found that instructors had difficulties adopting a complicated English curriculum because of language barriers. Lack of academic vocabulary or technical phrases made it difficult for students to understand the course material, and teachers found it difficult to persuade their pupils to utilize these terms in the curriculum. Teachers also had trouble comprehending complicated terms, so they had to explain them in Nepali to improve understanding.

VIII. LIMITED RESOURCES HINDER EFFECTIVE TEACHING AND LEARNING

Lack of resources, such as language laboratories, libraries, computers, and internet connectivity, plagues Nepal's educational system. Students' access to resources is hampered by the lack of audiovisual equipment and textbooks, and poor policies, inexperienced instructors, and a lack of funding are problems in English language instruction. Inadequate teaching materials are a major obstacle to effective English education in a variety of situations, and these obstacles hinder the successful use of the communicative method, which was established in 1992 (Aryal et al., 2016). The following are some ways that all of the research participants conveyed their common insights:

I directly deal with the problem of our school's lack of textbooks and the delays in getting them to my pupils as a teacher. I find it challenging to effectively manage my lessons and engage my pupils in the learning process because of this circumstance. Additionally, it makes it difficult for me to finish the course in the allotted time. The lack of audio-visual assistance is another problem I deal with, which makes it very difficult to lead listening activities and help my pupils improve their listening abilities.

Inadequate and delayed textbooks provide difficulties for teachers, which affects student participation and classroom management. It makes it challenging to finish the course in the allotted time. Facilitating listening exercises and improving students' listening abilities are further hampered by the lack of audio-visual tools. Similar circumstances were noted in research carried out in the Kaski area, where instructors had major difficulties accessing instructional resources. Many instructors lacked access to the teaching resources they needed, which caused them to teach more slowly and affected the teaching process as a whole (Ghimire, 2019b). Ghimire's (2019) research in Nepal highlighted the widespread problem of textbook delivery delays in rural schools. The difficulties with book availability are further increased by this delay, which also makes it harder to find necessary instructional materials on school grounds (Ghimire, 2019b).

IX. OVERCROWDED CLASSROOMS IMPACT CLASSROOM MANAGEMENT AND ASSESSMENT

The problem of packed classrooms with a high student-teacher ratio makes it difficult to teach English in Nepal. More than sixty pupils attend each class in several government-aided schools in Nepal, causing congestion and sometimes the need for many kids to share a bench. Student conduct and success are significantly impacted by class size, with bigger classrooms often having more disciplinary issues (Aryal et al., 2016). Due to the large number of pupils, the research study participants said that they had a difficult time controlling crowded classrooms. The two study participants, Teachers A and D, discussed their mutual: -

1. Perspectives

I deal with the problem of overcrowding in my classroom as a teacher because of the large number of kids. I find it very challenging to manage the class and provide courses in such a busy setting. Furthermore, it is almost difficult for me to adequately monitor and assess each student's performance in the classroom because of the vast number of pupils. Overcrowded classrooms provide difficulties for teachers, making it hard to keep things under control, teach lessons that work, and keep an eye on each student's progress.

Similar conclusions are drawn from another research by Akbari (2015), which found that crammed classes prevent students from practicing their English, which makes it more difficult for them to overcome language learning challenges and speak effectively. This makes it very difficult for instructors to provide individualized education, track students' progress, efficiently run the classroom, and cover the whole curriculum. The effects of packed classrooms are particularly apparent in student evaluation and classroom management.

2. Vocabulary Development

Experts and researchers have paid close attention to the significance of vocabulary in language ability. It is essential for improving students' reading, writing, speaking, and listening abilities. Students that have a restricted vocabulary may not reach their full potential (Bhattarai, 2023). Teachers stressed the need of developing a solid foundation in English language proficiency and said that adding vocabulary items in the classroom is one strategy to solve this problem.

3. Teachers A and D discussed how they go about teaching vocabulary

I personally use a dictionary to teach the children to new, easy terms and explain what they imply in Nepali. They improve their comprehension and command of English language thanks to this method. Teachers lay a lot of attention on helping pupils improve their vocabulary in order to help them with their poor English language proficiency. In order to improve understanding, they individually use a dictionary to expose them to basic new terms and make sure to explain their meanings in Nepali. Teacher A is assisting his pupils in developing more self-confidence in their English language skills by making vocabulary acquisition enjoyable and approachable. Dhami's (2021) research indicates that improving kids' vocabulary is crucial to strengthening their poor foundation. Thus, it becomes imperative that educators improve their pupils' vocabulary (Dhami, 2021). Teachers like Teacher A and Teacher D provide a stimulating and encouraging learning environment by often introducing new vocabulary and clearly defining them.

Teacher D aims to assist his pupils in developing their language abilities and gaining confidence while speaking English by offering concise explanations and stimulating exercises. The notion of rurality states that teaching concepts in the local tongue of students in rural regions improves their understanding and level of engagement. This is consistent with the focus on varied and interesting learning experiences, especially when it comes to vocabulary education (Roberts & Green, 2013). In a similar vein, Teacher B and Teacher C, two more participants, stated: I often introduce three to four new terms, explain their definitions, and let students construct many phrases for practice and memory. I make sure to fully explain lessons to ensure that everyone understands them.

Teachers guarantee understanding, promote active participation, and introduce new vocabulary. Vocabulary development is prioritized in order to improve poor English proficiency. To improve comprehension, they make use of dictionaries and provide explanations in Nepali. According to research, kids with extensive vocabulary are better at understanding written texts and new concepts than students with limited vocabulary, which is supported by the study's focus on vocabulary training by instructors (Bhatt, 2023).

X. UTILIZATION OF ALTERNATIVE TEACHING METHODS AND MATERIALS

In the context of teaching English, "alternative teaching methods and materials" refers to non-traditional strategies and tools that are used to improve language acquisition. Examples include using mobile phones and other personal devices, making charts, posters, and visual aids, and encouraging group projects and collaborative learning in place of textbooks. In order to promote successful English language learning, these other methods seek to provide interesting, dynamic, and varied learning opportunities (Adhikari, 2021). Teachers' approaches to using instructional materials in the classroom were comparable. They all agreed that: I use the curriculum to get kids interested in their studies when textbooks aren't available. I use scripts to provide listening assessments and actively engage students when there aren't enough instructional resources available. To improve their listening abilities, I utilize locally accessible resources like my phone and radio.

Teachers actively engage pupils and depend on the curriculum when textbooks are not available. When instructional resources are limited, they individually read listening test scripts. They overcome the limits of audiovisual tools by improving students' listening abilities via the use of local resources like radios and cell phones. Similar teacher experiences were documented in another research, which also highlighted the difficulties instructors have when incorporating technology into their lessons because of a lack of adequate technical resources. Some educators use their own computers and cellphones to make up for the dearth of tools for teaching and learning. As substitute tools in schools with limited resources, these gadgets are used to generate charts and posters and carry out audio-visual activities (Ghimire, 2019b).

XI. ENGAGING TEACHING METHODS IN OVERCROWDED CLASSROOMS

Effective and engaging teaching strategies are essential to student learning when it comes to managing packed classrooms. There is no one ideal way to teach; instead, instructors may better understand and meet the unique needs and interests of each of their students by using a range of teaching styles. In packed classroom situations, instructors may create a more responsive and individualized learning environment by understanding the characteristics of their students (Bhatt, 2023). According to the participants, they use a variety of instructional strategies with their pupils in order to manage classroom congestion. Teacher A explained his methodology: When there is a lot of students in the classroom, I use a communicative strategy. I urge them to have discussions and exchange ideas. I actively engage my pupils in group or duo projects. I place a high value on using a communicative method, which includes speaking, listening, reading, and writing tasks.

Through discussions, debates, and group projects, the instructor emphasizes student participation in a communicative manner. The development of speaking, listening, reading, and writing abilities is the main goal. Effective and engaging teaching strategies are essential to student learning when it comes to managing packed classrooms. There is no one ideal way to teach; instead, instructors may better understand and meet the unique needs and interests of each of their students by using a range of teaching styles. In packed classroom situations, instructors may create a more responsive and individualized learning environment by understanding the characteristics of their students (Bhatt, 2023). Additionally, including task-based learning, in which language is intentionally used in real-world initiatives, improves the development of practical language skills and enriches the educational process as a whole (Bisural, 2022b).

XII. TEACHER D, ANOTHER PARTICIPANT, ALSO SHARED HIS TEACHING METHODS:

I employ group discussion techniques to help students understand the material in an overcrowded classroom. I also assign project work and include them in class activities to ensure that there are only productive classroom conversations. In order to improve comprehension in busy classes, Teacher D uses group discussions, project work, and interesting class activities. A research by Ranjit (2022) also emphasized instructors' comparable experiences that teaching in packed classes is very difficult. Teachers recognized the value of using a variety of teaching techniques to improve successful learning because they understood that pupils had different needs and interests. To engage students and encourage active learning in the classroom, teaching strategies such as interactive games, text-based reading exercises, group discussions, brainstorming sessions, and project work were used.

MOTIVATION AND IMPORTANCE OF ENGLISH

Students are motivated by an inner energy that pushes them to study and experiment with many facets of the English language. In this sense, it is beneficial to provide a teaching and learning environment with a goal. Understanding and using each student's individual interests and preferences is essential to increasing their motivation and desire to learn English. Teachers may successfully spark students' motivation and cultivate a sincere excitement for learning the language by using each learner's interests and passions (Ghimire, 2019b). In order to encourage pupils to learn English, teachers describe their methods in a variety of ways.

TEACHER B SHARED THAT:

I inspire pupils by emphasizing the prospects that English presents for their future. I urge them to use the internet to study and to deliver talks in English. To help kids become better at the language, I encourage them to watch English-language films and tune in to English-language news on the radio. In order to help pupils become more fluent in the language, the instructor encourages them to deliver presentations, utilize the internet, view English-language films, and listen to English-language news. Teacher B encourages his pupils to use the internet and technology to their advantage in order to study.

English since he recognizes their power in today's world. To help them become more fluent in English, he encourages them to study internet resources, watch English-language films, and tune in to English-language news on the radio. By providing this kind of direction and encouragement, Teacher B hopes to boost his pupils' self-esteem and encourage them to see English as an important instrument for their own and their careers' development. The socio-cultural theory is in line with the instructors' motivational strategy (Lantolf & Pavlenko, 2008). Similarly, Teacher C and Teacher D discussed their similar methods:

I encourage my students to self-learn and practice English at home in order to improve their vocabulary and language skills, and I let them read English lessons and essays in front of the class to boost their confidence in speaking and reading the language. Teachers boost students' confidence in speaking and reading by encouraging them to read and deliver English courses. To increase vocabulary and general language proficiency, they encourage self-study and practice at home.

The research by Dhimi (2021) also discussed similar motivational techniques, in which instructors inspired students by highlighting the benefits of having a strong command of the English language, including increased work chances and access to higher education and career prospects. They emphasized that being proficient in English gives pupils the ability to compete on a global scale and creates opportunities for better employment opportunities. Teachers wanted to encourage pupils to study in English in order to improve their employment opportunities and have a better future, therefore they highlighted these benefits.

XIII. CONCLUSION

The difficulties and conditions pertaining to English language instruction in Nepal's rural schools are highlighted in this research. Poor language proficiency makes it difficult for students to understand and participate, and instructors have additional difficulties due to a lack of resources and packed classes. To get over resource constraints, other techniques and personal gadgets are used. This research underlined how important vocabulary growth and motivation are to raising students' language skills and promoting English language acquisition. To improve English language instruction, the research suggests establishing a cooperative and encouraging learning environment, encouraging cooperation between companies and schools, and routinely evaluating and modifying the curriculum.

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