Navigating English Language Education Challenges in Resource-limited Contexts

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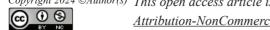Email: ramesh_mpele@kusoed.edu.np

Abstract

Nepal's diverse linguistic landscape challenges the under-resourced education system, particularly in teaching English. Despite the demand for English from parents and communities due to globalization, rural schools still face difficulties in providing English language education, despite student, parent, and community expectations, and government policies. The purpose of this study was to explore the challenges faced by English language teachers in an under-resourced context and their coping strategies in Nepal. A qualitative research approach with the narrative inquiry was used and two public secondary schools from Dadeldhura district of Nepal were chosen for the study area. An in-depth interview was conducted to assess the participants' information. The findings revealed that implementing student-centered learning, navigating the new English curriculum, overcoming limited teaching resources, and managing overcrowded classrooms emerge as significant challenges for English teachers. The results showed that to overcome the challenges, teachers emphasize vocabulary development, utilize alternative teaching methods and materials, engage interactive teaching methods, and motivate students to learn English. This study emphasizes the challenges in English language education in rural schools of Nepal, including weak language skills, limited resources, and overcrowded classrooms. Alternative methods and personal devices were used to overcome limitations. Vocabulary enhancement and motivation are prioritized.

Keywords: Challenges, coping strategies, narrative inquiry, existing situation, teaching English

Introduction

English instruction has shifted from a foreign to an international language, driven by its rapid growth and global use. English is seen as a universal language,

providing opportunities for employment, travel, education, and a better quality of life (Crystal, 2003; Saud, 2020a; Saud, 2020b). English-language instruction began in Nepal in 1854, under the Rana dynasty, gradually surpassing Nepali as the second most spoken language. Although influenced by American models and supported by the UN, English language teaching (ELT) in Nepal still faces significant challenges despite its lengthy history (GoN & MoHP, 1991; Bhandari et al., 2009).

In Nepal, English language teaching (ELT) has never had access to adequate research, documentation, financing, or guidelines. Some challenges in teaching English include a lack of well-trained teachers, overcrowded large classes, poor physical facilities in academic institutions, limited access to textbooks in remote areas, linguistically heterogeneous classes, and insufficient professionalism in English teachers (Acharya et al., 2020; Aryal et al., 2018; Awasthi, 2010).

English teachers face challenges in using English as a medium of instruction, including limited student exposure, native language interference, and low proficiency, lack of support, demotivating environment, and resource constraints (Ranjit, 2022; Khatri, 2019; Bista, 2011). A variety of tactics have been observed for teaching English to young students in challenging situations, such as incorporating parents and the community in the learning process, using songs and games to engage students, and employing visual aids to overcome linguistic hurdles (Kuchah, 2018).

English teaching should prioritize communication over rigid grammar rules, adapt to students' diverse backgrounds, and engage them through interactive, learner-centered strategies like group projects, peer evaluation, and problem-solving exercises (Wickham & Versfeld, 1998). A lack of qualified teachers, limited resources, cultural barriers, and socioeconomic challenges all contribute to a gap in English proficiency among rural students, which can have long-term implications for their educational and professional opportunities.

The issue is a lack of understanding of the specific challenges that rural schools in Nepal face when it comes to teaching and learning English, as well as a lack of research on effective strategies to address these challenges. Therefore, the purpose of this research is to look into the specific challenges that rural schools in Nepal face when it comes to teaching and learning English, as well as to look into effective strategies for improving English language proficiency among rural students.

Literature Review

Curtis (2021) observes that under-resourced contexts can be found in many parts of the world and can take various forms, such as schools with a lack of books or basic classroom materials, institutions without access to modern technology, and

classrooms with large class sizes that prevent students from receiving individualized attention. The connection between teacher turnover and working conditions in Ghana (Schwartz et al., 2019). Various studies have recognized under-resourced context as insufficient space and overcrowding in classrooms (Coleman, 2018; Zulu et al., 2006), insufficient time spent in school and in class (Farbman, 2015), poorly-designed teaching and learning materials (Chirwa & Naidoo, 2016), a lack of access to newer technologies, such as computers (Huang & Hong, 2016), and lack of initial teacher training and/or ongoing professional development for teachers (Bietenbeck et al., 2018). In the South Asian, traditional teaching methods that rely heavily on memorization and teacher-centered approaches are prevalent in classrooms, limiting students' active participation and critical thinking abilities. Moreover, educational systems in the region still grapple with issues like the use of corporal punishment and discrimination, particularly affecting girls' access to education, notably in Afghanistan and Pakistan (UNICEF South Asia, 2021). Additionally, teaching English in a global context requires a nuanced understanding of cultural sensitivity, intercultural communication, and the ability to foster inclusive learning environments (Copland et al., 2014).

South Asia is home to a rich tapestry of languages and dialects, making English instruction a complex endeavor. Teaching English poses unique challenges for educators due to the region's diverse linguistic, cultural, and socioeconomic landscape (Neupane & Joshi, 2022). There have been lots of challenges and problems in Nepal as well as around the globe regarding teaching English (Bhattarai, 2017). Some challenges in teaching English include a lack of well-trained teachers, mixed ability classes, overcrowded large classes, poor physical facilities in academic institutions, linguistically heterogeneous classes, and insufficient professionalism in English teachers (Aryal et al., 2018). In some aspects, Nepal offers a promising future for English. However, the absence of adequate English teachers and learning resources, as well as the adoption of English medium schools by other subject teachers with inadequate English, have presented numerous difficulties (Shrestha & Gautam, 2022). interactive and communicative language activities, such as pair work, group work, and language games, encourage learners to actively participate and engage with the language (Copland et al., 2014). Local ELT professionals must think globally but act locally in order to develop an effective pedagogy for the teaching of EIL (Kramsch & Sullivan, 1996; Saud, 2019).

A brief review of the literature shows that there is the primary and urgent need to take steps in order to minimize the navigating English language education challenges by ensuring adequate resources and training in the school. In the context of Nepal, some scholars have done research which revealed that many rural schools

lack qualified teachers, proper training, and updated materials, hindering effective language education and communication skills (Aryal et al., 2018; Ghimire, 2019a; Timsina, 2021). Specifically, the significance of English proficiency and hurdles in achieving language skills need deeper exploration (Adhikari, 2019; Lally et al., 2018). Additionally, while some studies discuss technology's role, there is a gap in understanding how under-resourced Nepalese teachers effectively use limited resources, including technology, to enhance English instruction quality.

Methods and Procedures

A descriptive qualitative research design with the narrative inquiry approach was used in this study. Two public secondary schools located in the Dadeldhura district of Nepal were chosen purposively as a study area where two English teachers were selected in each school. Thus, the study participants were four English teachers from two public secondary schools in Dadeldhura district. In-depth Interview guideline with open-ended questions was used for data collection.

This was followed by the meticulous tasks of transcribing both audio and text, coding the data using the identified themes, and finally crafting narratives that provided a comprehensive and authentic portrayal of the participants' experiences. This multi-step approach ensured a rigorous and thorough exploration of the research topic.

The data was analyzed and interpreted by organizing it into themes, which helped to understand the findings better and connect them to the study's goals. A thematic approach was used to uncover and understand the stories and insights shared by each teacher. This helped me to see the difficulties they faced when teaching English. This method, as described by Kiger and Varpio (2020), helps identify recurring patterns of themes within interview data. It involves grouping similar concepts into broader categories to form meaningful themes (Kiger & Varpio, 2020). Pseudo names of the participants have been used in order to maintain anonymity and integrity.

Results and Discussion

Limited Technological Resources for Teaching English

With the rapid advancement of technology, its integration into education has expanded. Common technological resources include radio, mobile phones, television, computers, tablets/e-readers, and multimedia projectors (Barksdale et al., 2021). These technological resources provide numerous benefits, including increased access to education, rapid information, improved communication, interactive learning, and cost-effective access to educational materials, all of which have a good impact on

English teaching. All the participants in this study, who have extensive experience teaching English, shared their insights on the resources available for teaching English.

> One of the research participants, Teacher A shared his experience:

> Among the available resources, we do have textbooks, but unfortunately, there has been a delay in receiving the updated textbooks due to the recent curriculum change. We also have a projector, but it is not functioning properly due to insufficient technological materials.

The teacher mentioned there has been a delay in receiving the updated textbooks due to the recent curriculum change. Furthermore, the school possesses a projector, but its functionality is compromised due to insufficient technological materials. The available resources are limited to textbooks, a whiteboard with markers, and a non-functional projector due to the lack of sufficient technological materials. The absence of advanced technological resources poses obstacles in delivering effective English language instruction and interactive learning experiences. The teacher narratives closely align with the Theory of Rurality, highlighting how under-resourced rural schools' limited access to technology, such as projectors and audio-visual aids, directly impacts English language teaching quality (Leibowitz, 2020).

> Similarly, next research participant, Teacher B shared his experience:

> My school has good physical facilities. However, when it comes to technology, our school is lacking. There are no projectors or materials available for audio-visual aids. Consequently, my primary resource for teaching is limited to a traditional board and a board marker.

The teacher highlights the school's technological limitations, specifically the absence of projectors and materials for audio-visual aids. Consequently, he relies solely on a traditional board and a board marker as his primary resources for teaching. The teachers' narratives highlight various issues such as delays in receiving updated textbooks, lack of projectors and audio-visual aids, and reliance on traditional teaching materials like boards and markers. Similarly, a study conducted in Nepal shared that English language teachers encounter difficulties incorporating technology into their classroom instruction due to inadequate technological resources. Insufficient access to resources such as cassettes, radio, CDs, projectors, and other audio-visual aids significantly hampers effective English language teaching in classrooms (Adhikari, 2021).

Poor Situation of English Language among Students

Teaching English is challenging for instructors because of weak English

language proficiency of students as instructors struggle to implement effective plans to enhance students' language skills. Teaching English becomes particularly challenging in an environment where the language is not spoken in daily life. Effective language learning requires students to have sufficient exposure and background knowledge. Without these essential elements, students may struggle to learn English, leading to demotivation and further exacerbating the poor state of the English language proficiency among students (Wickham & Versfeld, 1998).

The participants shared their insights on the current state of English education in their respective schools. One of the research participants, Teacher A shared his experience:

> Looking at the current situation, I've noticed that some students struggle with pronunciation. As teachers, we may not have adequately taught them how to pronounce English words correctly. Since English is quite different from Nepali, it can be challenging for both the students and myself to master the correct pronunciation. Furthermore, I've observed that students also face difficulties with their reading skills.

The teacher observed students struggling with pronunciation and acknowledged their own possible shortcomings in teaching correct pronunciation. They recognize the challenges posed by the differences between English and Nepali languages. The teacher also noted difficulties in students' reading skills. Due to the significant differences between English and Nepali languages, mastering correct pronunciation can be challenging for both the students and himself. Additionally, Teacher A has observed that students also face difficulties with their reading skills, particularly when dealing with complex terminologies. Lev Vygotsky's socio-cultural theory underscores the integral role of social interaction and cultural context in cognitive development, highlighting that language acquisition is rooted in social and cultural practices (Lantolf & Pavlenko, 2008).

Likewise, another participant, Teacher D also shared that:

> There is very poor situation of teaching in my school, the condition is very miserable. The English base of our student is very weak because of which it is very hard to teach student and clarify them lessons, students couldn't easily understand the lessons.

The teacher expresses dissatisfaction with the poor teaching situation at the school due to students' weak foundation in English, leading to difficulties in effective lesson delivery and comprehension. It can be concluded that, the existing situation of English language proficiency among students is perceived as poor, with a decline

in interest and a decrease in practice. Some teachers also note the difficulties faced by students in pronunciation and reading skills. In a study by (Ranjit, 2022) English teaching teachers have observed that many students have a weak grasp of English and feel fear and embarrassment when using the language. Some students even skip or leave early from English classes. Lack of motivation stems from their inability to effectively communicate in English. Teaching a language with limited practical use poses significant challenges, and motivating learners becomes even more difficult without sufficient exposure. Additionally, learners possess limited linguistic knowledge, further complicating the task of English instruction.

Student-centered Learning Challenges with Weak English Language Skills

Student-centered learning aims to individualize the learning experience by incorporating students' prior experiences, fostering active engagement, cultivating higher-level thinking, and supporting lifelong learning. This approach, which encourages students to organize, analyze, and synthesize content through collaboration and access to resources, aligns with the educational objective of developing critical, competent individuals and future professionals (Bisural, 2022a). However, implementing student-centered learning approaches in English teaching becomes challenging when students have poor English language proficiency. Students' limited language skills may hinder their participation in activities that require brainstorming or active engagement, posing a challenge for English teachers to effectively implement student-centered learning strategies (Barksdale et al., 2021). One of the research participant, Teacher A shared his views:

> I face challenges with students' weak English skills and lack of interest. This hinders my understanding of texts and engaging them in student-centered activities. Their limited proficiency inhibits comprehension and meaningful interactions, making it difficult to effectively implement student-centered learning.

Students' weak English skills, difficulty with the subject, decreased interest, and lack of focus pose challenges for the teacher in comprehending texts and engaging them in student-centered activities. A study conducted by conducted by (Bisural, 2022a) which highlighted that students' low English proficiency and their fear of using the language hindered their active participation in activities such as group discussions, presentations, and speeches within the classroom setting. It also highlighted similar challenges in implementing the student-centered approach effectively due to students' low English proficiency and their fear of using the language. The study found that students exhibited limited participation in activities such as group discussions, brainstorming sessions, presentations, and speeches in the classroom. These findings

underscore the difficulty of engaging students in interactive and communicative tasks, which are integral to the student-centered approach.

Challenges in Effectively Implementing the New English Curriculum

The English curriculum refers to a structured plan that outlines the goals, objectives, content, and instructional strategies for teaching the English language. It encompasses various aspects such as grammar, vocabulary, reading, writing, speaking, and listening skills. After the revision of literature-oriented English curriculum in 1981, the present curriculum has focused much on the oral-structural-situation approach. It has an aim of developing students' ability to use English effectively in real life situation (Bista, 2011). Implementing an English curriculum is hindered by students' insufficient English proficiency, limited acquaintance with new content, the requirement to tailor the curriculum to accommodate diverse student needs, language obstacles, diminished student motivation, and limited exposure to the target language (Ghimire, 2019b). Teachers shared their experiences on challenges in effectively implementing the new English curriculum. One of the participants, Teacher B shared his experience:

> The new curriculum overlooks our students' capacity based on their geographical location. It seems to prioritize students from Kathmandu or urban areas, assuming they need to compete globally. However, I strongly feel the curriculum should be tailored to accommodate students from rural areas with lower English proficiency. The complex lessons make it challenging to ensure full comprehension, and their weak foundation in English leads to time constraints in covering all topics.

The new curriculum appears biased towards urban areas, emphasizing English for global competition. The teacher advocates for a tailored curriculum considering rural students' lower English proficiency. Complex lessons hinder comprehension, making it difficult to explain effectively. In line with my study findings, (Panthee, 2020) also discovered that teachers faced challenges implementing a complex English curriculum due to language issues. Teachers struggled to encourage their students to use technical terms within the curriculum, and students faced difficulties comprehending the course content when they lacked the necessary technical terms or academic vocabulary. Teachers also faced difficulties understanding complex terminology, resulting in the need to explain in Nepali for better comprehension.

Limited Resources Hinder Effective Teaching and Learning

Nepal's education system grapples with resource deficiencies, including a lack of language labs, libraries, computers, and internet access. Limited availability

of audio-visual equipment and textbooks hinders students' access to materials, while English language teaching faces challenges from inadequate policies, untrained teachers, and insufficient resources. These barriers impede the effective implementation of the communicative approach introduced in 1992, insufficient teaching resources pose a significant barrier to effective English instruction in diverse contexts (Aryal et al., 2016). All the participants in the study shared their common insights in the following ways:

> As a teacher, I personally face the issue of insufficient textbooks and delays in obtaining them for my students in our school. This situation creates difficulties in running my classes smoothly and actively involving students in the learning process. Moreover, it presents a challenge for me to complete the course within the allocated time frame. Another obstacle I face is the absence of audio-visual aids, which makes it exceptionally challenging to facilitate listening exercises and develop the listening skills of my students.

Teachers face challenges with insufficient and delayed textbooks, impacting class management and student engagement. It poses difficulties in completing the course within the allocated time frame. The absence of audio-visual aids further hinders facilitating listening exercises and developing students' listening skills. A similar situation was observed in a study conducted in Kaski district, where teachers faced significant challenges with teaching materials. Many teachers did not have access to the necessary teaching resources, resulting in a slower teaching pace and an impact on the overall teaching process due to the lack of adequate materials (Ghimire, 2019b). The study conducted in Nepal, undertaken by Ghimire (2019), underscored the prevalent issue of delayed textbook distribution in rural schools. This delay substantially amplifies the challenges related to book availability and further exacerbates the scarcity of essential educational resources within the school premises (Ghimire, 2019b).

Overcrowded Classrooms Impact Classroom Management and Assessment

The teaching of English in Nepal is hindered by the issue of overcrowded classrooms, where there is a high student-to-teacher ratio. Many government-aided schools in Nepal have more than sixty students per class, leading to overcrowding and even the need for multiple students to share a single bench. The size of the class directly affects both student achievement and behavior, with larger classes often experiencing more disciplinary problems (Aryal et al., 2016).

The participants in this research study mentioned that they face a significant challenge in managing overcrowded classrooms due to the high number of students. Teacher A and Teacher D, the two research participants shared their common

perspectives:

> As a teacher, I face the issue of having a high number of students in my class, which leads to overcrowding. It becomes very difficult for me to effectively control the class and teach lessons in such a crowded environment. Additionally, due to the large number of students, it becomes nearly impossible for me to properly monitor and evaluate the performance of each individual student in the classroom.

Teachers encounter challenges with overcrowded classrooms, making it difficult to maintain control, deliver effective lessons, and monitor individual student performance. The another study conducted by (Akbari, 2015) have similar views that overcrowded classrooms leads to a lack of English language practice for students, hindering their ability to overcome language learning difficulties and communicate proficiently. This presents significant challenges for teachers in delivering personalized instruction, monitoring student progress, managing the classroom effectively, and covering the curriculum comprehensively. The impact of overcrowded classrooms is especially noticeable in classroom management and student assessment.

Vocabulary Development

The importance of vocabulary in language proficiency has garnered considerable attention from scholars and experts. It serves as a vital element in enhancing learners' speaking, listening, reading, and writing skills. A limited vocabulary can hinder students from achieving their maximum potential (Bhattarai, 2023). Teachers emphasized the importance of building a strong foundation in English language skills and stated that one way to address this issue is by introducing vocabulary items during classroom teaching. Teacher A and Teacher D, shared their approach to teaching vocabulary items:

> I personally utilize a dictionary and introduce simple new words to the students, providing explanations of their meanings in Nepali. This approach helps them enhance their understanding and grasp of English vocabulary.

Teachers places a strong emphasis on enhancing the vocabulary of students in order to address their weak English language skills. They personally utilizes a dictionary and introduces them to simple new words, ensuring that they explains their meanings in Nepali for better comprehension. By making vocabulary learning fun and accessible, Teacher A is helping his students become more confident in their English language abilities. According to the study conducted by Dhami (2021), focusing on vocabulary improvement in students is essential for addressing

their weak foundation. Consequently, it becomes crucial for teachers to enhance students' vocabulary skills (Dhami, 2021). . By regularly introducing new words and explaining their meanings in a way that is easily understandable, teachers like Teacher A and Teacher D create an engaging and supportive learning environment.

By providing clear explanations and engaging activities, Teacher D strives to help his students improve their language skills and gain confidence in using English. According to the theory of rurality, teaching concepts in students' native language in rural areas promotes better comprehension and engagement, aligning with the emphasis on diverse and engaging learning experiences, particularly through vocabulary instruction (Roberts & Green, 2013).

Similarly, Teacher B and Teacher C another two participant also said that:

> I regularly introduce 3-4 new words, teach their meanings, and encourage students to create multiple sentences for practice and memorization. I take care to explain lessons thoroughly, ensuring clear understanding.

Teachers incorporate new words, encourage active engagement, and ensure comprehension. Emphasis is placed on vocabulary enhancement to address weak English skills. They use dictionaries and explain meanings in Nepali for better understanding. The emphasis on vocabulary instruction by teachers in this study aligns with research suggesting that students with advanced vocabulary skills are more adept at comprehending new terms and understanding written texts than those with limited vocabulary knowledge (Bhatt, 2023).

Utilization of Alternative Teaching Methods and Materials

Alternative teaching methods and materials in teaching English refer to non-traditional approaches and resources used to enhance language learning, such as utilizing personal devices like mobile phones, creating visual aids, charts and posters, and promoting group work and collaborative learning in the absence of textbooks. These alternative approaches aim to provide engaging, interactive, and diverse learning experiences to facilitate effective English language learning (Adhikari, 2021). Teachers shared similar approach regarding use of teaching material in classroom. They commonly shared that:

> In the absence of textbooks, I rely on the curriculum to engage students in their studies. When teaching materials are scarce, I read scripts to conduct listening tests and involve students actively. I make use of locally available options like radio and my phone to enhance their listening skills.

In the absence of textbooks, teachers rely on the curriculum and actively engage students. They personally read scripts for listening tests when teaching materials

are scarce. Utilizing local resources like radio and personal phones, they enhance students' listening skills, overcoming limitations in audiovisual aids. Another study reported similar experiences among teachers, highlighting the challenges they face when integrating technology into classroom teaching due to insufficient technological tools. To address the lack of adequate teaching and learning resources, some teachers rely on their personal laptops and smartphones. These devices are utilized to implement audio-visual exercises and create charts and posters, serving as alternative tools in schools with limited resources (Ghimire, 2019b).

Engaging Teaching Methods in Overcrowded Classrooms

In the context of controlling overcrowded classrooms, engaging and effective teaching methods play a crucial role in student learning. When it comes to teaching, a perfect approach does not exist, employing a variety of teaching strategies allows teachers to better understand and cater to the individual needs and interests of their students. By being aware of student's characteristics, teachers can create a more personalized and responsive learning environment in crowded classroom settings (Bhatt, 2023). The participants reported that they engage students in various teaching methods to control overcrowding in the classroom. Teacher A, shared his approach:

> I use communicative approach in the classroom when there is overcrowding. I encourage conversations and dialogues among them. I actively involve students in pair works or group works. I prioritize the use of a communicative approach, which encompasses exercises for listening, speaking, reading, and writing.

The teacher adopts a communicative approach, prioritizing student engagement through conversations, dialogues, and group work. The focus is on developing listening, speaking, reading, and writing skills. In the context of controlling overcrowded classrooms, engaging and effective teaching methods play a crucial role in student learning. When it comes to teaching, a perfect approach does not exist, employing a variety of teaching strategies allows teachers to better understand and cater to the individual needs and interests of their students. By being aware of student's characteristics, teachers can create a more personalized and responsive learning environment in crowded classroom settings (Bhatt, 2023). Furthermore, integrating task-based learning, where language is used purposefully in real-life projects, enhances practical language skill development, enriching the overall educational journey (Bisural, 2022b).

Teacher D, another participant, also shared his teaching methods:

To teach in overcrowding class I use group discussion methods to make them

easier to grasp the lessons, I give them project works and involve them in class activities so that there will be only useful discussions in the classroom.

Teacher D utilizes group discussions, project works, and engaging class activities to enhance understanding in overcrowded classrooms. In a study conducted by (Ranjit, 2022) also highlighted similar experience of teachers that teaching in overcrowded classrooms presents a significant challenges. Recognizing the diverse needs and interests of students, teachers acknowledged the importance of employing a range of teaching methods to enhance effective learning. Teachings methods such as interactive games, text-based reading activities, group discussions, brainstorming sessions, and project work were utilized to engage students and promote active learning in the classroom.

Motivation and Importance of English

Motivation is an internal force that drives students to engage in learning and explore new aspects of the English language. Creating a purposeful teaching and learning environment is advantageous in this regard. To enhance students' motivation and desire to learn English, it is crucial to understand and utilize their unique interests and preferences. By tapping into individual learner preferences and passions, educators can effectively ignite student's motivation and foster a genuine enthusiasm for learning the language (Ghimire, 2019b). Teachers use to motivate students to learn English and they narrated their practices in the various ways. Teacher B shared that:

I motivate students by highlighting the opportunities English offers for their future. I encourage them to give speeches in English and utilize the internet for learning. I motivate them to watch English movies and listen to English news on the radio to improve their language skills.

The teacher believes in the opportunities English offers and encourages students to give speeches, use the internet, watch English movies, and listen to English news to improve their language skills. Teacher B acknowledges the power of technology and the internet in today's generation and encourages his students to take advantage of it for learning English. He motivates them to explore educational materials available online, watch English movies, and listen to English news on the radio to improve their English language skills. By offering such guidance and support, Teacher B strives to instill confidence in his students and inspire them to embrace English as a valuable tool for their personal and professional growth. The teachers' motivation approach aligns with the socio-cultural theory (Lantolf & Pavlenko, 2008).

Likewise, Teacher C and Teacher D, shared their common practices:

> I let my students to read English lessons and essays in front of class to build up their confidence regarding English reading and speaking and motivate them for self-learning and English practice at home to enhance their vocabulary and English language skill.

Teachers encourage students to read and present English lessons, enhancing confidence in reading and speaking. They motivate self-learning and practice at home to improve vocabulary and overall language skills. Similar motivating activities was also shared in the study by (Dhami, 2021) where teachers motivated students by emphasizing the advantages of proficient English language skills, such as enhanced employment opportunities and access to better education and job prospects. They highlighted that English language proficiency enables students to compete globally and opens doors to enhanced career prospects. By highlighting these advantages, teachers aimed to inspire students to study in English medium for a brighter future and enhanced career prospects.

Conclusion

This study highlight the challenges and circumstances surrounding English language education in the rural schools of Nepal. Weak language skills hinder student comprehension and participation, while limited resources and overcrowded classrooms exacerbate the challenges for teachers. Alternative methods and personal devices are used to overcome resource limitations. This study emphasized the significance of vocabulary enhancement and motivation for improving students' language proficiency and to encourage English learning. The study recommends creating a positive and supportive learning environment, fostering collaboration among schools and organizations, and regularly reviewing and adapting the curriculum to enhance English language teaching.

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