



Teaching EFL in Rural Areas: Addressing Challenges and Identifying Effective Strategies

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Abstract

This study employs a Systematic Literature Review (SLR) to investigate the challenges and strategies of teaching English as a Foreign Language (EFL) in rural areas. A total of 14 empirical studies published between 2015 and 2024 were analyzed from databases including ERIC, Publish or Perish, and Google Scholar. Findings indicate that the most frequently reported challenge was the lack of teaching resources and facilities (71%), followed by limited teacher training opportunities (57%), teachers' non-English educational background (43%), and cultural adaptation difficulties (36%). Strategies to address these issues included the use of culturally relevant materials (64%), community and parental engagement (50%), direct and simplified teacher talk (43%), and the integration of technology where possible (36%). These results highlight the urgent need for targeted professional development, improved infrastructure, and policy support to ensure equitable access to quality English education in rural settings.

Keywords: *EFL; challenges; rural areas; strategies; systematic literature review*

Introduction

Teaching English as a foreign language (EFL) in rural contexts has become increasingly important in ensuring equitable educational opportunities for all learners. English proficiency is widely recognized as a key asset for academic achievement, access to employment, and participation in the globalized world (Nunan, 2003; Haidar & Fang, 2019). However, rural schools often face greater barriers compared to their urban counterparts. As Moulton (2001) emphasized, educational models developed for urban settings are not always transferable to rural contexts, where resources, infrastructure, and cultural dynamics differ significantly.

A substantial body of research has documented challenges that rural teachers encounter, including limited access to textbooks and teaching materials, inadequate facilities, insufficient teacher preparation, and overcrowded classrooms (Haidar & Fang, 2019; Mumary Songbatumis, 2017; Ramos Holguín & Aguirre Morales, 2016). In addition, students in rural areas often lack exposure to English outside the classroom, reducing opportunities for authentic language use (Crouch & Nguyen, 2021; Xiong & Xiong, 2017). These conditions place greater demands on teachers to provide meaningful, resourceful, and culturally relevant learning experiences, despite systemic constraints.

Teacher professional development is another pressing concern. Studies highlight the limited training opportunities available for rural teachers, which restrict their ability to update pedagogical knowledge or adopt innovative practices (Tao Xiong & Xiong, 2017; Bekereci-Şahin, 2022). Without consistent support, teachers may struggle to integrate communicative methods, adapt curricula, or implement technology-based approaches. Although digital tools have the potential to expand learning opportunities in remote areas, their effectiveness is undermined by poor internet access, insufficient training, and resistance to change (Butarbutar et al., 2023; Mirzadeh Rahni & Parsaiyan, 2023).

Despite these obstacles, many rural teachers demonstrate creativity and resilience. Research shows that teachers often rely on local culture, community resources, and collaborative learning strategies to make English instruction more meaningful for students (Holguín & Morales, 2016; Saiful & Triyono, 2018). Incorporating culturally relevant materials not only motivates learners but also helps bridge the gap between global English norms and local realities (Fadilah et al., 2023). These findings suggest that innovative, context-sensitive strategies are essential for improving English education in rural settings.

While several studies have explored challenges and proposed localized solutions, there remains a need for a systematic and comprehensive synthesis of the existing literature. Previous works often focus on isolated aspects such as resource shortages (Hossain, 2016), teacher identity (Bekereci-Şahin, 2022), or technology integration (Siregar et al., 2024), but a holistic overview of both challenges and strategies across diverse rural contexts is still limited. Addressing this gap, the present study employs a systematic literature review (SLR) to identify key obstacles faced by rural EFL teachers and to examine the strategies employed to address these difficulties.

Specifically, this article contributes by (a) mapping the most common challenges documented in the past decade, (b) synthesizing effective strategies that have been implemented in comparable contexts, and (c) providing insights for policymakers, teacher educators, and practitioners to strengthen EFL teaching in rural and remote settings. The following research questions guide this study:

1. What challenges do English language teachers face when teaching English in rural areas?
2. What strategies do English language teachers use to address these challenges?

Method

In conducting this study, the databases used were ERIC, Publish or Perish, and Google Scholar. From 2015 to 2024, 14 papers were collected and examined from the databases ERIC, Publish or Perish, and Google Scholar about the obstacles that English language teachers face when teaching English in rural areas, as well as the techniques they use to overcome such challenges. The systematic literature review was carried out using the five phases recommended by Khan et al. (2003), as shown in Figure 1.

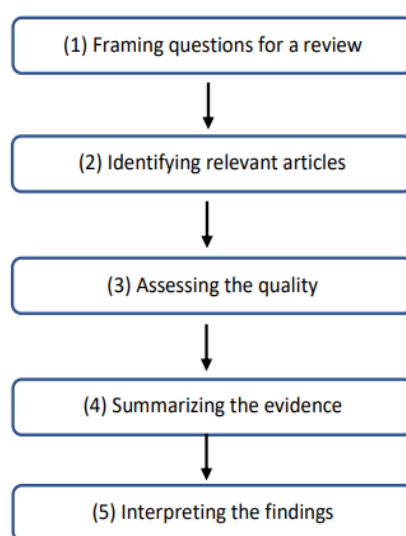


Figure 1. Phase of Systematic Literature Review

Phase 1: Framing Questions for a View

Teaching English is regarded as a difficult task among English language teachers, particularly in rural areas. The numerous problems of teaching English in rural areas have prompted English Language teachers to become stressed and less motivated in their teaching. In this study, the obstacles encountered by English language teachers in teaching English in rural settings, as well as the solutions to overcome those challenges, were analyzed and investigated based on the following research questions:

- a) What challenges do English language teachers face when teaching English in remote areas?
- b) What strategies do English language teachers use to address the problems they face when teaching English in rural settings?

Phase 2: Identifying Relevant Work

To find related material, conduct comprehensive searches for articles on the topic. The researcher chose to search for and collect related and relevant publications published between 2015 and 2024 using the databases ERIC, Publish or Perish, and Google Scholar. It is critical to ensure that the articles are chosen using the inclusion and exclusion criteria. To make it easier to find relevant articles, the keywords "challenges OR issues OR problems encountered in teaching English in rural settings" and "strategies OR solutions OR recommendations OR suggestions to overcome the challenges in teaching English in rural settings" were used. The Prisma diagram can be seen below.

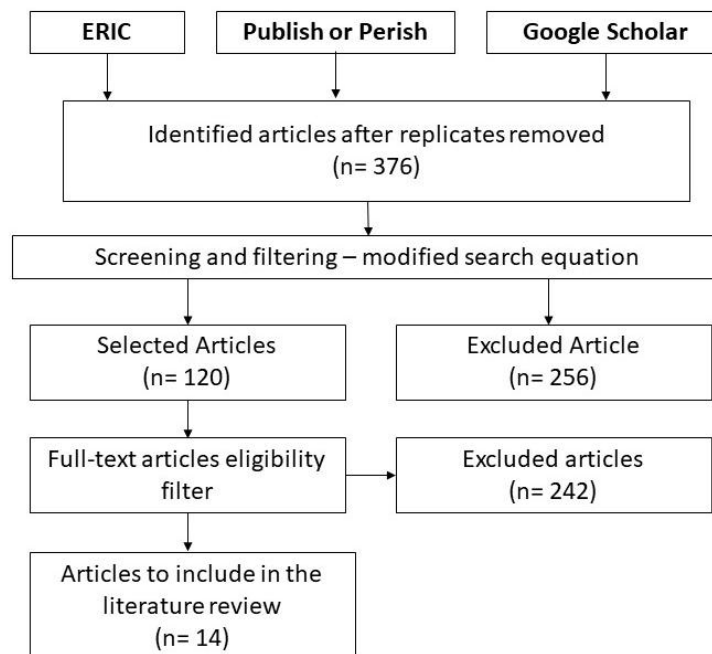


Figure 2. Prisma Diagram

Phase 3: Assessing the Quality of Studies

To ensure the accuracy of the systematic literature review, the articles must be carefully and precisely selected. This can be accomplished by selecting articles based on the inclusion and exclusion criteria stated in Table 1 below:

Table 1. *Inclusion and Exclusion Criteria*

Criterion	Inclusion	Exclusion
Type of article	Empirical paper	Book, concept paper, systematic review, thesis, dissertation
Language	English	Non-English
Research Methodology	Quantitative, Qualitative, and Mixed-Method	No data collections or findings
Target group	English/ESL/EFL educators, teachers, teacher trainees	Educators/teachers/teacher trainees from non-English educational background
Keyword	Challenges, problems, issues, barriers or difficulties Solutions, suggestions, recommendations, strategies, ways or perceptions Rural/remote/rustic schools, institutions, settings, areas, regions	No challenges, problems, issues, barriers or difficulties No solutions, suggestions, recommendations, strategies, ways or perceptions No rural/remote/rustic schools, institutions, settings, areas, regions
Year	Between 2015 and 2024	Non-between 2015 and 2024

Beyond inclusion and exclusion, an additional quality appraisal was performed. Each study was assessed for (a) clarity of research objectives, (b) appropriateness of research design, (c) transparency of data collection and analysis, and (d) credibility of findings. Studies demonstrating methodological rigor and relevance were given greater weight in the synthesis, ensuring that the conclusions drawn were grounded in reliable evidence.

Phase 4: Summarizing the evidence

Applying the keywords "challenges encountered in teaching English in rural settings" and "solutions to overcome the challenges in teaching English in rural settings," 120 articles were located in databases such as ERIC, Publish or Perish, and Google Scholar. The researcher chose and sorted the 120 papers found using the inclusion and exclusion criteria. This systematic literature review concluded in using 14 papers in total. The data from these 14 articles was compiled and recorded.

To ensure systematic handling, a structured data extraction form was developed. From each study, the following information was extracted: author(s), year of publication, country/context, research design, sample characteristics, data collection methods, challenges identified, and strategies proposed. This data extraction was conducted manually, cross-checked for accuracy, and compiled into summary tables to facilitate cross-study comparison.

Phase 5: Interpreting the Findings

In the last stage, the results were assessed and examined. Qualitative and mixed methods were utilized to categorize the findings using content analysis. 14 articles about the "difficulties encountered in teaching English in rural settings" and the "solutions to overcome the challenges in teaching English in rural settings" were selected following the previous phase's sorting and selection of pertinent articles. The analysis methodology employed by the 14 selected articles from 2015 to 2024 is shown in Table 2. According to the table, the mixed method is the most used approach, while the qualitative method is the least employed. The results were then further discussed. This systematic analysis enabled the synthesis of evidence beyond mere description, providing an integrated understanding of the challenges faced by English teachers in rural settings and the strategies employed to address them.

Results

Through literature filtration procedures, the researchers have selected 14 papers out of 120 papers to be analyzed. The articles were identified by the year of publication, the research objective, the research design, participants of the research and the countries where the research took place on. Not only to maintain the trustworthy and the validity of literature review, this identification is crucial to balance the comprehension and relevance of the study to answer the specific research question. Hence, the identification is presented in the form of table below.

Table 2. Overview of the Articles

No	Author and Year	Research Objectives	Research Design	Participants	Country
1	Kuni Hikmah Hidayati (2018)	To find out Indonesian teachers' challenges in teaching English writing skill and the solution.	Qualitative	10 teachers from East Java senior and junior high school	Indonesia
2	Bertha Ramos Holguín & Jahir Aguirre Morales (2015)	To explores the challenges for teachers in rural zones, and it also proposes some suggestions in order to overcome these challenges.	Qualitative (reflective case-based analysis)	Pre-service English teachers and English teachers working in rural schools in Boyacá and Santander	Colombia

3	Md. Mahroof Hossain (2016)	To investigated the factors affecting student's performance in English language in rural areas	Mixed-method	300 students, 30 English teachers, and 50 guardians	Bangladesh
4	Aisyah Mumary Songbatumis (2017)	To identify challenges in teaching English at MTsN Taliwang and examine teachers' strategies to address them, and provide recommendations to improve English education in a rural Indonesian context.	Qualitative Research Design	Four English teachers (three females and one male)	Indonesia
5	Sepideh Mirzadeh Rahni, Seyyedeh Fahimeh Parsaiyan 2023	To improve the educational response in future crises, especially in low-resource, rural contexts.	Qualitative approach	13 female EFL teachers and 15 female EFL students.	Iran
6	Anh Thi Nguyen, etc (2023)	To examine the effectiveness of Memrise on EFL learners' vocabulary development, especially in rural areas of Vietnam.	Mixed Research, Explanatory design. (test and semi-structured interview)	148 first-year students in a Medical college in the Southwest of Vietnam	Vietnam
7	Jepri Ali Saiful (2018)	To shed light on EFL rural teachers' reflection on their practices of teaching English to students of rural regions.	Qualitative research.	Two experienced In-donesian EFL volunteer teachers based on rural areas in North Sulawesi and Papua	Indonesia
8	A.F & G.M (2020)	To investigate the challenges faced by the teachers in teaching English to the students in rural schools in the Kinniya Education Zone, Trincomalee.	Mixed-methods (Questionnaire & Interview)	15 English teachers and 50 students from rural school in Kinniya	Indonesia

9	Fadilah et al (2023)	To explore two English teachers' challenges in teaching in rural areas of Indonesia and how they overcome those challenges to maximize their role as a teacher through their teaching reflection.	Qualitative research (Semi-structured interview & document analysis)	Two experienced English teachers in Indonesia	Indonesia
10	Saiful & Triyono (2018)	To shed light on the voices, challenges, and recommendations of EFL rural teachers in teaching EFL to students of rural areas	Qualitative Study (Semi-structured interview & Document analysis)	Two EFL service teachers teach English in Pegunungan Bintang in Papua and Talaud Island in North Sulawesi, Indonesia.	Indonesia
11	Sekar Pramesty et al (2022)	To identify the challenges faced by English teachers and their strategies in teaching English to young students in rural areas.	Qualitative Study (Interview & Observation)	English teacher at an elementary school in Ponorogo	Indonesia
12	Supriadi et al (2023)	To discuss the challenges faced by English teachers in learning English as a foreign language in remote schools and the strategies implemented to overcome these challenges.	Qualitative Study (In-depth interview & Observation)	Two English teachers at SMPN 06 Malunda	Indonesia
13	Melike Bekereci-Şahin & Perihan Savaş (2022)	To shed light on EFL rural teachers' views, needs, and expectations then compared the different viewpoints possessed the EFL teachers to reveal how their experience in rural schools shape their professional identities.	Qualitative, case study	5 EFL teachers with varying years of experience and backgrounds	Turkey

14	Renol A Siregar, Fransiskus D. Raja, Pupung Purnawarman & Ika L. Damayanti, (2024)	To determine whether pre-service EFL teachers at a remote university are prepared for technological integration in the classroom and to uncover barriers affecting their readiness for it	Mixed-methods	30 pre-service EFL teachers from a remote university in East Nusa Tenggara, Indonesia.	Indonesia
15	İsmail Çakır & Serap Bayhan (2023)	to explore challenges that teachers of English confront in rural areas and the importance of online education in decreasing the divide between rural-urban and offering equality in education in the disadvantageous areas.	Mixed method	two sample groups 46 EFL teachers for survey 29 participants who attended to the focused group discussions	Türkiye

In general, the literature review has revealed the root causes of the challenges and it falls into 2 general causes: internal issues which come from the teacher and the students and external issues which come from factors outside the school such as infrastructure, economy, sociocultural of the rural areas. The common problems arise in teaching English in rural areas are students' low motivation and limited language knowledge as they are mentioned in more than half of the total analyzed articles. In one study conducted by Saiful & Triyono (2018), the students' low English proficiency was caused by the underexposure to English in daily life that made the students feel disconnected with the language itself, compared to their urban counterpart. Even the findings of two articles (Hossain, 2016; Pramesty et al., 2022) had shown how the curriculum detached from the real condition that the students face, as if it did not consider the time constraint and the knowledge gap that the urban students barely faced. This only enlarged the gap between the students and the language learning.

Aside that, the teacher side also faced several barriers in their teaching time. One of the prevalent issues throughout the findings is the insufficient of teacher trainings for the rural teachers. They had voiced the need for teacher training programs focused on the unique problems presented in rural teaching because they reported the loneliness and cultural adaptation problem during their time in rural areas. It also includes the ineffective classroom management, whether because of the skill issue or the common issues in practice of teaching rural such as knowledge gap, learning time constraint inside and outside the classroom, and the language barriers between the teachers and the students who used their local language. Furthermore, the demand for professional opportunities and development declared by teachers in 3 articles (Songbatumis, 2017; Pramesty et al., 2022; Bekereci-Şahin & Savaş, 2022).

Due to the scarce of opportunities and development, majority of the teachers considered to move to urban area.

Yet, despite the classification between internal and external issues, these types of issues indicate intercorrelation between themselves. The unenthusiasm and negative attitude that the students exhibited toward English subject mirror their parents' s unfavorable stance on the education in general. They don't view education as a priority which indirectly encourage their children to work outside the school instead. This case is worsened by the mass exhibited inappropriate behaviors by adults such the uncontrollable alcohol and cigarettes usage and the on-going violence as Holguín & Morales (2015) and Pramesty (2022) described in their studies.

Not to mention the improper school infrastructure and inadequate learning facilities, in term of quantity and quality, that have been mentioned in almost all of the findings. Those unideal factors only create an uncondusive learning environment for the students. Still, the whole external issues don't happen in a vacuum. Out of 14 articles, 4 articles shared a harsh socioeconomic condition that the families in rural areas faced. They lived in poverty that forced the children to work under the minimum age and inevitable robbed their right to continue their education. The inaccessibility of education generates intergenerational poverty like a circle (Baker, 2024).

Discussion

Challenges of Teaching EFL in Rural Areas

From the data, we can see that rural areas have challenges particularly for teachers working in these communities. There are some highlighted points from the following results that would be explain further. Most of the teachers mainly faced lack of accessibility of teaching preparation, cultural adaptation challenge, comes from non-English background, and the shortage of teachers' training. Many teachers face a lack of basic resources which makes it difficult to provide quality education. These challenges can lead to high levels of stress and burnout. Addressing these issues is essential to improving education in these communities.

Accessibility of Teaching Preparation

Teaching English in rural areas presents unique challenges, particularly when it comes to preparation and resource availability. According to the studies conducted by (Hidayati, 2018; Hossain, 2016; Ramos Holguín & Aguirre Morales, 2016; Mumary Songbatumis, 2017; Saiful & Triyono, 2018; Melike, 2022) revealed that teachers often struggle with limited access to teaching aids, media, and technology, which are critical for effective language instruction. Unlike their urban counterparts, rural teachers could not have access to multimedia tools such as projectors, computers, or the internet, which are essential for introducing students to diverse English-speaking contexts. This lack of technological resources hinders interactive learning

opportunities, making it difficult for students to grasp pronunciation, listening, and speaking skills effectively.

Additionally, rural teachers face logistical difficulties in accessing educational materials and supplies from urban markets. The lack of well-stocked local bookstores or libraries forces teachers to rely on outdated or insufficient resources, limiting their ability to create engaging and comprehensive lesson plans. Traveling to cities to procure these materials can be time-consuming and costly, further adding to the burden. Without adequate resources, teachers may resort to traditional methods that do not fully cater to modern language learning needs, leaving students at a disadvantage compared to their urban peers.

Furthermore, the integration of technology in teaching English is often hindered by poor infrastructure in rural areas. Limited or unreliable electricity and internet connectivity make it difficult to use digital tools for teaching or to access online training programs for professional development. As a result, rural teachers may lack the skills to implement innovative teaching strategies that incorporate technology. This reality is radically different to the real teaching-learning practice in urban areas.

When the rural schools still struggle with the lack of basic learning gadget, the urban schools already implement ICT in the teaching-learning process from mobile language learning application like Memrise and Duolingo to Artificial Intelligence. This trend can be seen in various research, and even the research conducted in urban school is able to give a treatment to students with rarer condition such as neurodivergence like the one that was undertaken by Liontou (2019) and Tamdjidi & Pagès Billai (2023).

Sadly, this is almost impossible to be implemented in rural school due to the extreme limitation which not only brings disadvantages to typical students, but also students with special needs and special condition. These striking contrasts highlight the urgent need for targeted interventions, including improved infrastructure, government support for resource distribution, and specialized training programs for rural English teachers. By addressing these issues, rural students can gain equal opportunities to succeed in learning English.

Cultural Adaptation Challenge

Teaching English in rural areas presents significant cultural adaptation challenges for teachers. According to the studies conducted by (Holguín & Morales, 2016; Melike, 2022; Fadilah et al., 2023) the challenges particularly when the local culture and community values differ greatly from the broader context in which English is taught. Teachers must often navigate the tension between introducing a global language and respecting local traditions, beliefs, and customs. In many rural areas, English may be perceived as a foreign or unnecessary language, making it difficult for teachers to gain community support or spark students' interest. This resistance can stem from a lack of exposure to the language's practical benefits or a cultural preference for native languages and traditional forms of knowledge.

Another challenge lies in making English lessons culturally relevant to students who often live in settings vastly different from the urbanized, Western environments depicted in standard English curricula. Many teaching materials assume familiarity with modern technology, urban lifestyles, or international cultural norms, which may not resonate with rural learners. Teachers must adapt these materials creatively, incorporating local contexts, examples, and narratives to bridge the gap and make the lessons relatable. This requires a deep understanding of the community's culture, values, and daily life, which can be time-consuming and challenging for teachers who are not originally from the area.

Furthermore, cultural adaptation challenges extend to communication styles and classroom dynamics. English teaching methodologies often emphasize active participation, critical thinking, and questioning—approaches that may conflict with cultural norms in some rural areas where deference to authority and rote memorization are more common. Teachers must balance introducing new methods with respecting existing cultural expectations, which requires sensitivity and flexibility. Overcoming these cultural adaptation challenges is essential for creating a classroom environment where students feel comfortable and motivated to learn English while preserving their cultural identity.

Comes from Non-English Background

Most Teachers in rural areas often need to teach multiple subjects and multi-level classes, even though they did not come from an English educational background. In line with the studies conducted by (Sekar Pramesty et al., 2022; Holguín & Morales, 2016; Mumary Songbatumis, 2017), teachers from non-English major backgrounds who take on the responsibility of teaching English in rural areas face unique challenges related to subject knowledge, pedagogy, and confidence. Without a formal education in English or language teaching methodologies, these teachers may lack the foundational knowledge required for effective instruction. They might struggle with grammar, pronunciation, or language nuances, which can lead to inaccuracies in teaching and confusion for students. In rural settings, where exposure to native English speakers or advanced resources is minimal, these gaps can significantly hinder students' language acquisition.

Pedagogical challenges also arise as teachers from non-English majors may not be familiar with language-specific teaching strategies. English requires specialized approaches, such as immersive activities, interactive speaking practices, and contextual vocabulary building, which differ from methods used in teaching other subjects. Teachers may resort to rote memorization or overly theoretical methods, limiting students' ability to develop practical language skills. Additionally, these educators might find it difficult to adapt lessons to the rural context, where students often lack exposure to English in their daily lives and require relatable, culturally grounded materials.

Environmental challenges, such as adjusting to rural living conditions, add another layer of difficulty for teachers from other backgrounds. They may find it hard to adapt to the lack of amenities, limited transportation, or different social norms, which can impact their motivation and ability to focus on teaching. Additionally, teachers may struggle with feelings of isolation due to being far from familiar social and professional networks. Addressing these challenges requires targeted support, such as cultural orientation programs, language training, and community integration efforts, to help teachers adapt and deliver effective English instruction in rural settings.

Shortage of Teachers Training

Teachers in rural areas who lack adequate competence training in teaching English face significant challenges that impact their ability to deliver effective instruction. Related with the studies conducted by (Hossain, 2016; Mumary Songbatumis, 2017; Melike, 2022), the teachers who teach without specialized training might struggle with mastering essential language-teaching techniques, such as developing students' speaking, listening, reading, and writing skills in an integrated manner. This gap in training often leads to a reliance on outdated or ineffective teaching methods, such as rote memorization, which fail to engage students or develop practical language skills. The absence of professional development opportunities further exacerbates this issue, leaving teachers unable to keep up with evolving educational standards or innovative approaches to teaching English.

Another major challenge is the lack of exposure to modern teaching tools and resources, which are often introduced during training programs. Many rural teachers are unfamiliar with using technology, multimedia aids, or interactive methodologies that enhance language learning. As a result, students in rural areas may miss out on opportunities to practice English in real-world or simulated contexts, placing them at a disadvantage compared to their peers in urban settings. Additionally, without proper training, teachers may struggle to assess students' progress effectively, making it difficult to identify and address individual learning needs.

A lack of confidence can further complicate the situation for non-English major teachers. They may feel unprepared or anxious about making mistakes in front of their students, which can affect their classroom dynamics and teaching effectiveness. This insecurity is often compounded by limited professional development opportunities in rural areas, leaving them without the tools to improve their skills or adapt to the demands of English instruction. To address these challenges, schools and policymakers must provide tailored training programs, mentorship from experienced English teachers, and access to high-quality resources to empower non-English major teachers to succeed in teaching the language.

While challenges come from the students and the teachers, the root cause of those problems can be traced to bigger problem. The findings inexplicably show that the environment and local government or the school itself have a massive influence

on the teachers' and particularly students' performance and learning development as it is supported by Vygotsky's statement that the society and culture contribute in encouraging students to learning something (Cletus et al., 2014). Previous studies have issued the lack of support from family that caused the students' demotivation. Parents in rural areas tend to see English education as a secondary priority which pervasively instill the same mindset to the students, as reported by Holguín (2015). He then gave a detail that violence plagued on the place where he conducted the study, Columbia, dragged the ideal process of teaching-learning process. Shanum and Nay in Fadilah et al (2023) mentioned that alcohol and cigarette become the cultural problem in rural areas

Strategies of Teaching EFL in Rural Areas

To face these such difficulties, teachers come with several strategies to cope with it. The participants from Saiful's (2018) research revealed that one of them put a serious game like action game into their teaching so he can retrieve students' attention to learn English. Another participant preferred to connect the learning materials to the students' real life, for instance the teacher would bring the students outside and introduced nearby plants' name in English and taught them basic greetings that could be replicated into their daily life. Supriadi (2023) also reported that the teachers carried out the teaching-learning process by provided a summary of the basic English material. Similar to the aforementioned participant, the summary contains commonly used words and phrased which is applicable to the students' real life. Connecting what students have learnt in the classroom to their real life and their culture is also recommended by Holguín (2015) to create a meaningful learning journey to the students.

Moreover, teachers are encouraged to use direct instruction in teaching to the students. The application of teacher talk, which is characterized by clear and simple, and caretaker speech that tend to be short, repetitive, and contextually rich communication is endorsed by one participant in Saiful's research. The participant also noted that unlike their urban counterpart, the approach that is used in teaching students in rural area is teacher-oriented approach due to the limitation in the resource. Furthermore, the teacher aware that students need extra guidance and help as it is pointed out by Saiful (2018) and Hidayati (2018). Hidayati believed that giving guidance and task, teachers should account for the students' capability to give a task that match to their language level and teachers must state the purpose of the task to make it meaningful to their students.

While solution provided by teachers are proven to minimize the impact of the difficulties created from the socio-cultural and schools in rural area, but tackling this issue requires an impactful solution from the policy makers. First of all, the wellness and prosperity of the parents in rural areas need to be improved as many studies, mainly Fadilah et al (2023) have pointed out that most, if not all, of the students' parent come from lower class that forced to work in long hours. This left the parents

with no time to guide and supervise the students' learning progress. Then, the authorities should provide more financial support to the rural schools and the school administration needs to manage the finance responsibly so the fund can be allocated to the needed learning material and ICT that can bring the students' and the teacher to the learning goals.

Conclusion

Teaching English in rural areas faces challenges such as limited resources, poor infrastructure, cultural barriers, and insufficient teacher training. Teachers often lack access to teaching aids, internet connectivity, and modern tools, which hinder effective language instruction. Many come from non-English educational backgrounds, struggle with gaps in pedagogy, and face difficulties adapting to rural living and cultural norms. Additionally, standard curricula often fail to resonate with rural students, while community resistance to English further complicates teaching.

To overcome these challenges, schools must improve infrastructure, provide modern teaching resources, and offer targeted professional development programs. Creating culturally relevant materials, fostering community awareness about the importance of English, and supporting non-English background teachers through training and mentorship are essential. Policy measures, including increased funding and incentives for rural teachers, are also critical for addressing these issues and ensuring equal learning opportunities.

However, this study has limitations, as it primarily focuses on teachers' perspectives and lacks direct input from students or policymakers, which could provide a more comprehensive understanding of the challenges and solutions. Future research could explore the experiences of students and the role of community engagement in enhancing English education in rural settings. Additionally, longitudinal studies examining the impact of implemented strategies over time would offer valuable insights into the effectiveness of various interventions.

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