

NAVIGATING ENGLISH LEARNING CHALLENGES IN RURAL AREA: A RESEARCH PERSPECTIVE

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Abstract:

Learning English in rural areas presents multiple challenges due to socioeconomic conditions, lack of resources, and cultural barriers. Rural students often have limited access to quality education, trained teachers, modern teaching methods, and digital learning tools. Economic limitations and geographical isolation reduce exposure to English-speaking environments, which affects language practice. Additionally, the dominance of local languages makes it difficult for students to develop English communication skills. This study aims to identify the major problems faced by rural students in learning English and to suggest effective solutions for improving language acquisition.

Keywords: Rural areas, English learning, challenges, limited resources

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Introduction:

English language learning in rural areas is a challenging task due to various socioeconomic, infrastructural, and cultural factors. In today's globalized world, English proficiency is essential for higher education, employment, and communication. However, rural students face several obstacles that hinder effective language learning.

One of the major issues is the lack of proper educational infrastructure. Many rural schools do not have trained teachers, adequate learning materials, or modern teaching methods. Traditional teaching practices focus more on rote learning rather than skill development.

Another major challenge is limited exposure to the English language. Since English is not commonly used in daily communication in rural areas, students do not get enough opportunities to practice speaking and listening. Economic constraints also prevent access to additional learning resources such as coaching classes, internet facilities, and educational technologies.

Therefore, it is important to understand these problems and develop suitable strategies to improve English language learning among rural students.

Need of the Study:

This study is important to understand the real difficulties faced by rural students while learning English. Although English is widely recognized as an important global language, rural learners struggle due to various factors. This research helps in identifying these challenges and suggests practical solutions that can improve learning outcomes.

Research Gap:

After reviewing available literature, it is observed that there is limited research focusing specifically on the challenges faced by rural school students in learning English. There is also a lack of localized studies that provide practical solutions based on real classroom situations.

Statement of the Problem:

A study of the problems faced by students in learning English at Anglo High School, Igatpuri.

Objectives:

1. To identify the challenges hindering English language learning in rural areas.
2. To propose effective solutions to facilitate English language acquisition in rural areas.

Research Question:

What are the problems faced by students in learning English in rural areas?

Research Hypothesis:

Students in rural areas face unique challenges in learning English compared to urban students, and these challenges require special teaching strategies and support systems.

Scope of the Study:

The study focuses on identifying the problems faced by rural students in learning English and suggesting possible solutions to overcome these challenges.

Limitations of the Study:

- The study is limited to one school only.
- The sample size is small (20 students).
- The study focuses only on the English subject.

Research method: The present study is based on the survey method.

Component	Description
Method	Survey Method
Sample	20 Students
Sampling Technique	Purposive Sampling
Tool	Self-developed Questionnaire
Statistical Tool	Percentage Method

Population and Sample:

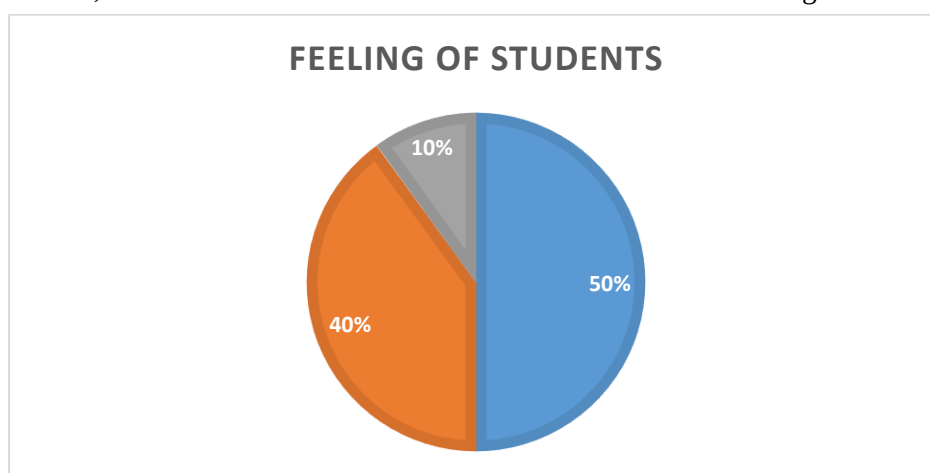
The study was conducted at Anglo High School, Igatpuri. A total of 20 students were selected using purposive sampling.

Findings:

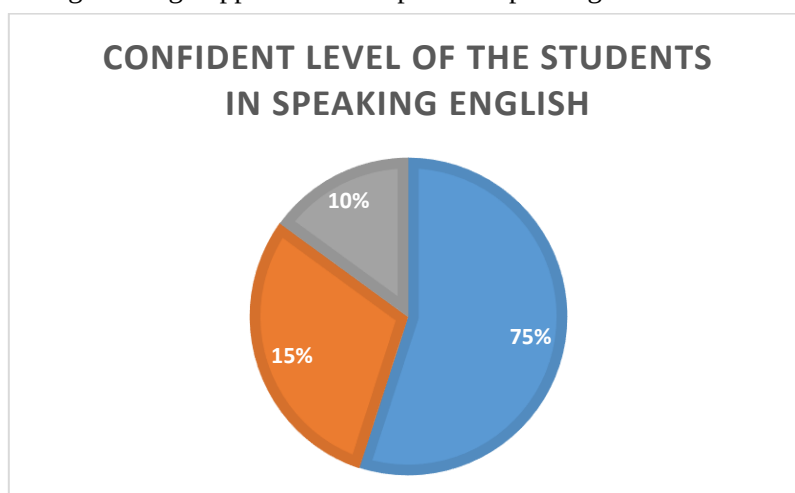
The findings of the study are based on the responses collected from students and are presented according to the research objective.

Objective 1.: To identify the challenges hindering English language learning in rural areas.

The study shows that students have different attitudes towards learning English. About 50% of students are interested in learning English, while 40% show a neutral attitude and 10% feel anxious. This indicates that although interest exists, emotional barriers such as fear and hesitation affect learning.

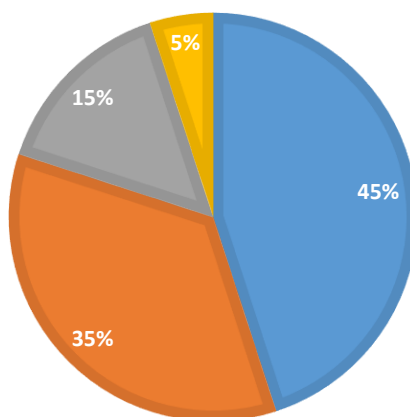


A major issue identified is the lack of confidence in speaking English. Around 75% of students reported that they are not confident while speaking English. Only 15% are slightly confident, and 10% are confident. This shows that students do not get enough opportunities to practice speaking



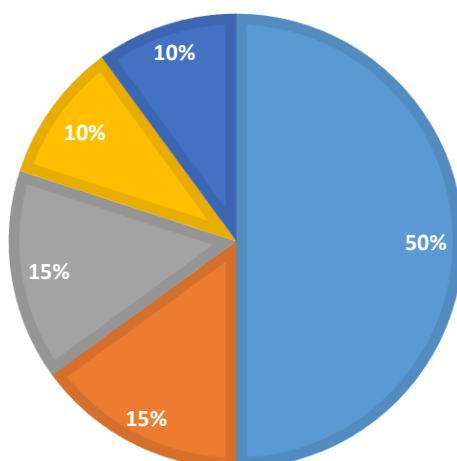
The study also highlights key learning difficulties. About 45% of students face problems in understanding grammar. Around 35% have limited exposure to English outside the classroom. About 15% do not get sufficient practice opportunities, and 5% lack access to proper learning resources. Grammar difficulty is the most common problem among students.

CHALLENGES FACED BY STUDENTS IN LEARNING ENGLISH



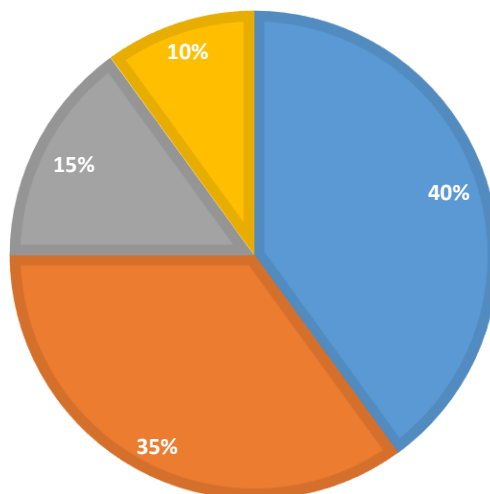
Practice outside the classroom is very limited. About 50% of students never practice English outside class. Only a small number of students practice regularly. This lack of practice affects fluency and confidence.

PRACTICES OF ENGLISH LANGUAGE OUTSIDE THE CLASSROOM



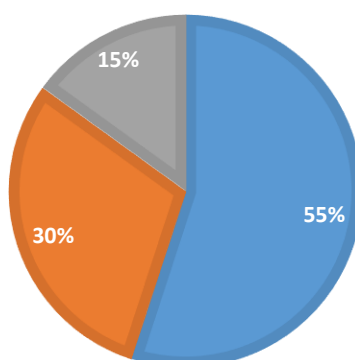
Regarding learning resources, 40% of students depend mainly on textbooks. About 35% use online resources, 15% use language learning software, and only 10% watch English movies or shows. This shows that students have limited access to diverse learning methods.

RESOURCES USED IN LEARNING ENGLISH



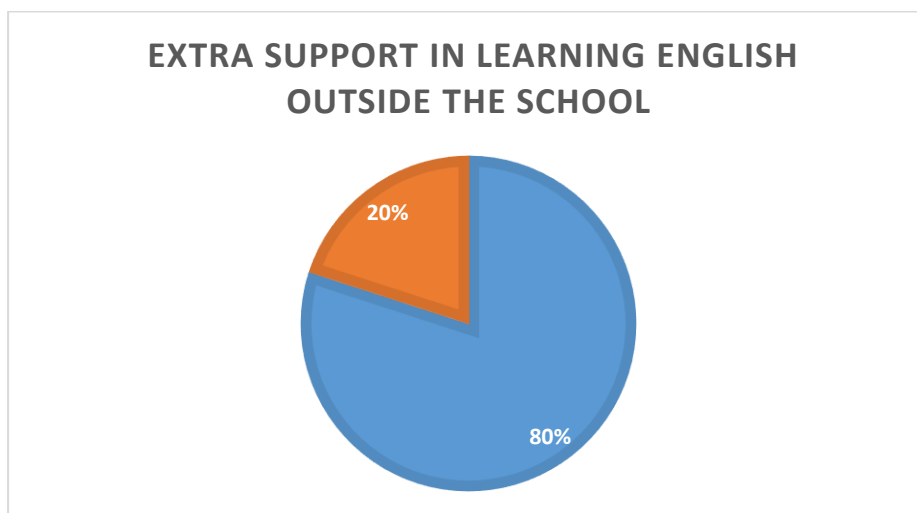
Vocabulary is another major problem. Around 55% of students do not understand the vocabulary used in their textbooks. About 30% understand it, while 15% have partial understanding. Poor vocabulary knowledge affects reading and comprehension skills.

CURRENT ENGLISH TEXTBOOK VOCABULARY AS PER THE UNDERSTANDING OF THE STUDENTS



It is also found that 80% of students take extra support or tuition outside school. However, they still face difficulties, which suggests that the quality of learning support is not sufficient.

Overall, the study concludes that rural students face multiple challenges such as lack of confidence, poor grammar understanding, limited exposure, insufficient practice, and lack of proper resources.



Objective 2: To propose effective solutions to facilitate English language acquisition in rural areas

Based on the findings, several solutions are suggested to improve English language learning in rural areas.

Firstly, the use of digital resources should be encouraged. Schools should provide access to educational apps, online platforms, and digital libraries. These tools can make learning more interactive and interesting.

Secondly, mobile learning can be very useful in rural areas. English lessons can be delivered through mobile apps, SMS, and audio content. This allows students to learn even without advanced infrastructure.

Thirdly, community learning centres should be established. These centres can provide computers, internet access, and learning materials. They can also be used for group activities and workshops.

Peer tutoring programs should also be encouraged. Students who are good in English can help others learn. This creates a comfortable environment and improves confidence.

Teachers should use activity-based teaching methods such as group discussions, role plays, storytelling, and language games. These methods make learning more engaging and improve communication skills.

Students should be given more opportunities to practice English regularly. Schools can organize English-speaking activities, competitions, and clubs to encourage participation.

Improving vocabulary and grammar should be a priority. Teachers can use simple examples, visual aids, and bilingual explanations to make learning easier.

Finally, a supportive learning environment should be created where students feel confident to speak and learn without fear of making mistakes

Conclusion:

The present study concludes that a large number of rural students face difficulties in learning English due to lack of proper background, limited resources, poor grammar knowledge, and lack of practice. Many students struggle with speaking, vocabulary, and sentence formation.



Therefore, there is a strong need to improve teaching methods, provide better resources, and create a supportive learning environment. With proper guidance and innovative strategies, rural students can improve their English language skills and achieve better academic and professional opportunities.

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