

# Challenges and Prospects of English Language Teaching in Rural Schools: A Study based on Kuli/Ihala Kinyama Muslim Maha Vidyalaya

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This paper investigates the challenges encountered by the English Language Teaching (ELT) community in rural contexts, with a specific focus on Kuli/Ihala Kinyama Muslim Maha Vidyalaya. The study examines the socio-cultural, infrastructural, and pedagogical barriers that impede effective language acquisition. Although English proficiency has gained increasing global significance, rural communities continue to face unique constraints that deepen the educational divide. These include limited access to qualified teachers, inadequate learning resources, insufficient technological support, and socio-cultural factors that prioritize local languages over English. Moreover, rural students often exhibit low motivation, stemming from the perceived irrelevance of English in their daily lives, as well as limited opportunities to interact with native speakers or engage in authentic language use. Adopting a mixed-methods approach, this research employs surveys, interviews, and classroom observations to collect data from teachers, students, and educational administrators. The findings highlight that, while rural ELT programs frequently suffer from resource shortages, there are also promising practices that can mitigate these challenges. These include community participation, context-sensitive curriculum adaptation, and the strategic integration of local languages into English instruction. This study contributes to the growing body of research on ELT in underserved areas by offering insights and recommendations to enhance English language education in rural settings. It emphasizes the need for policy reforms, targeted teacher training, and innovative pedagogical approaches to bridge the gap in language learning opportunities.

**Keywords:** *inadequate resources, language acquisition, rural education, curriculum adaptation*