



ADDRESSING THE ENGLISH LANGUAGE DIVIDE IN RURAL PAKISTAN: A FRAMEWORK FOR OVERCOMING SYSTEMATIC CHALLENGES

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Abstract

This study examines key factors contributing to shortages of English Language Teaching (ELT) materials in rural Pakistan and how limited resources result in low English proficiency among students. It highlights how unequal access to educational support widens existing educational divides and emphasizes the need for coordinated efforts among educators, higher education institutions, and government authorities to ensure equitable learning opportunities for everyone irrespective of their socio-economic backgrounds. The study offers evidence-based recommendations for policymakers and government bodies to strengthen the rural education sector.

It further explores gender disparities in literacy and shows how lower literacy levels among females restrict English language development and limit educational and professional opportunities. The study investigates the lack of modern English curricula and technological resources in rural schools and how restricted access to devices, internet connectivity, and technical support undermines students' digital readiness and the quality of ELT.

The study concludes with recommendations including improved infrastructure, gender-sensitive policies, enhanced teacher training, better technology integration, and curriculum reforms to promote inclusive and effective ELT in rural Pakistan.

Keywords: *English Language Teaching (ELT), Rural Education, Educational Inequality, Digital Divide, Language Policy*

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1. Introduction

Language learning is not an undemanding process. It requires extensive effort, time, dedication, endurance, critical thinking, and diligence. Due to the increase in globalization, the demand for learning the English language has significantly increased. The Peterson Institute for International Economics defines globalization as the evolving interdependence of global populations, finances, lifestyle, customs and traditions through international trade of individuals, facilities, resources, technological equipment, and data. Throughout the past decades, nations have assembled economic collaborations (Peterson Institute for International Economics, 2022). The evolution of globalization has led to an increase in demand for learning English, since it has become a global language in the past few decades.

English is not just implemented in higher education, but it is also used in business corporations, scientific sector, research field, medical sector, information technology, and tourism and hospitality management sector in corporations globally (Rao P. S., 2019). However, not everybody has access to educational materials they can utilize for learning English. Learning a new language requires proper content and textbooks. In rural areas of Pakistan, schools lack basic ELT material that teachers can utilize for implementing in their classrooms to assist students in becoming better English speakers, writers, readers, and listeners.

This research aims to highlight and study the material gaps of ELT content and language learning challenges in the rural areas of Pakistan, serving as a study for young researchers and students to explore the factors leading to a lack of educational content. It also provides relevant authorities and decision makers to utilize it as a framework for providing schools in rural areas of Pakistan with proper educational reforms.

This paper will also elaborate on the negative impact of the lack of ELT content on youngsters, and what can be done to integrate proper ELT materials to bridge the gaps between the lack of resources availability. In Pakistan, the English language plays a crucial role. Not only is it the language of business, legality, and tourism, but it is also used due to its historical partnership connected with the country (Haider, 2018).

In this globalized world, the English language plays a crucial role and if an individual lacks the basic understanding of this language they fall behind others in this globalized world. When it comes to acquiring English literacy, rural areas of Pakistan fall behind than most parts of the world. This study aims to comprehensively explore the material gap and challenges for ELT in rural Pakistan and to recommend solutions to enhance language acquisition in academic institutions nationwide, with a focus on rural areas. The data for this essay was collected through conducting a thorough literature review, making notes on crucial findings, analyzing information on common facts regarding language learning and educational barriers in the rural areas of Pakistan.

2. Literature Review

2.1 Addressing the Literacy Gap in Rural Pakistan

Education is a crucially contributing factor towards building a country's economic conditions. However, as compared to other developing countries, Pakistan still lags behind in the education sector. Despite improving several aspects in the education sector, Pakistan still faces certain challenges in providing quality education to youngsters, specifically in the rural areas. According to the Asian Development Bank, Pakistan constitutes approximately 23 million uneducated children between the ages of 5 and 16 years old, making it the second-highest country globally with children lacking formal education. This age group constitutes 44% of the total population in this age group (Rizwan, 2022). A massive disparity exists between the literacy rate of rural and urban Pakistan. Pakistan's rural population is negatively impacted by the mediocre education system. This disparity significantly impacts females (Buriro, 2023).

According to the Population and Housing Census, significant literacy disparity remains amongst males (63%) and females (36%) in rural Pakistan. Educational opportunities for females are limited due to family discouragements, lack of safe environment, and societal expectations from a female. Amongst all these factors, cultural barriers limit their mobility. Globally, the literacy rate for girls in rural Pakistan is the lowest (Khan, 2023). These low literacy rate statistics show that while having a low literacy rate, females are also less likely to acquire English Language skills similar to their male counterparts.

Pakistan's female literacy rate ranks among the lowest globally, and there is a stark disparity between urban and rural women, with urban women boasting a literacy rate over five times higher than their rural counterparts. The dropout rate for girls, especially in rural areas, is alarmingly high, nearing 50% (Saeed, Ahmad, Mushtaq, & Samiullah, 2023). Lack of education in rural Pakistan has significantly impacted females, which does not give them the chance to acquire the basic English language skills, and other basic education. In 2023, around 20.3 to 22.1 million children in Pakistan were out of school, from which 12 million were girls (Baron & Bend, 2023).

UNICEF conducted an interview in the remote village of Balochistan's Lasbela District of a 15-year-old girl who described not knowing what a school looked like and no one in her immediate family attending school. She further stated that her cousin from Karachi used to tell her stories about their visit to school and she would listen to them with interest, wanting to go to school as well. However, the village elders and parents discouraged their females from attending school as the academic facilities were situated distantly from their villages.

Due to a lack of educational opportunities for young females, they support their family members in labor, devoting them from the opportunity to learn how to write and read (UNICEF, 2020). Despite the lack of educational opportunities for girls, research has shown that girls perform better than boys in learning assessments (Bhutta & Rizvi, 2022). Many families in rural areas of Pakistan view a girls' formal education as a waste of money and would rather prioritize the education of boys. They also fear sending their daughters to school due to the distance and insufficient separate schools (Pirzado, 2006). Another hindrance in a girl's education is early marriage, as 21% females are married before the age of eighteen (Batada, 2024).

Despite Pakistan having the largest population of youngsters, a 2020 report by the World Bank demonstrated 130 million females never attending any academic platform and 80% of the female population has never participated in the employment market (Pasha, 2023). A female's education is essential not just for settling gender inequality, but it is also crucial for dissipating poverty in a community as an individual can strive towards making his life and the life of his loved ones better.

Additionally, a female's education provides them with empowerment and dissipates any type of violence against them (Herz & Sperling, 2004). According to Khan (2021), the female only schools possess an impoverished infrastructure, as 50% of the schools possess an absence of water, electricity, and toilets. On the other hand, compelling the young females into labor and the parent's negligence towards their daughters' education, constrains them from dropping out or not attending school (Khan H. , 2021). In short, a female's lack of education in Pakistan's rural areas restricts their capability to attain proper English language abilities. All of the aforementioned aspects contribute towards maintaining the period of illiteracy and a lack of educational opportunities for females in remote districts of Pakistan. English is a mandatory module in school and if females have a reduced rate of enrollment in rural Pakistan than their male counterparts, this also indicates they have less access to teaching and learning of the English language.

2.2 The Negative Impact of Economic Disparities in Rural Area Education

Economic disparity can be defined as unequal access of professional opportunities, educational opportunities, health facilities, and lower standards of living for individuals in a particular region, city or country (Drunor, 2016). This economic disparity is relevant in Pakistan, with rural areas having less access to economic, educational, or professional opportunities as compared to urban areas (Burki, 2023). The magnitude of income earned corresponds with the quantity of education an individual acquires. Gini coefficient states that an imbalance exists between the education level of household earners and illiteracy in rural areas (Jamal, 2009). According to research conducted by Hira Mujahid, an Assistant

professor at the Department of Economics, IoBM, education inequality in the urban areas is not as extensive as it is in the rural areas.

The study further revealed that inequality is more prevalent in areas of Sindh and Baluchistan, than it is in Islamabad, which is an urban area as compared to the two aforementioned areas that are urban. The study further revealed that education disparity is more prevalent in rural areas than it is in urban areas. Moreover, numerous learners are unable to complete their education after secondary school in rural areas due to an insufficient number of universities. Due to a lack of educational opportunities, individuals in rural areas often busy themselves in the domestic or horticulture sector which halts them from pursuing education and focus on their career instead (Ahmad & Mujahid, 2021). A significant disparity exists between the school conditions of rural and urban Pakistan. According to a report published in the International Journal of Educational Management, learners from rural and urban areas possess various competency levels in various areas of learning. The study further expanded upon the disparity in school characteristics between rural and urban areas, with less importance on a lack of resource availability, which indirectly impacts English language acquisition goals in a negative manner (Tayyaba, 2012). Many schools of rural Pakistan possess insufficient electricity, poorly constructed buildings, and unclean drinking water. Due to a lack of such amenities, children find it challenging to attend school on a daily basis. Furthermore, long driving distances to school can demoralize them from pursuing further education (Bajwa, 2021).

2.2 How does economic disparity in rural Pakistan negatively impact the education system of the nation?

Pakistan is an underdeveloped country with multiple rural areas. Over the past few years, Pakistan has seen a significant increase in its rural population. In 2021, Pakistan's rural population witnessed a 1.41% growth from 2020, when the population was merely 142,759,072. In 2020, the students witnessed a 1.33% growth from 2019 (Macrotrends, 2024). The rural population are unable to fulfill the educational requirements of their offspring, such as books, pens, shoes, academic uniform, etc. Due to their unfortunate financial conditions, many youngsters labored in factories, workshops, farms, etc. to attain a lifestyle where they can survive on basic necessities.

According to the International Journal of Education, children lose interest in education when they work in such harsh conditions at a young age which leads to them working in poor economic conditions (Ahmad & Mujahid, An Empirical Study of Educational Inequalities in Rural and Urban Areas of Pakistan, 2021). A research published in 2016 portrayed a hindrance in education acquisition goals of students in the rural area of Tehsil Ferozewala District, Sheikhpura (Hashami, 2016). The research further concluded that in the Ferozewala District Sheikhpura, which is one of the rural

areas, students do not have access to survival amenities, which might be crucial for their academic attainments such as having access to a computer laboratory or a scientific library. In a substandard situation as such, youngsters lose interest to pursue further education. Despite the significance of technological tools in learning English, rural schools lack basic facilities that students can utilize for fulfilling their linguistic aspirations.

2.3 Negative Impact of Inadequate Infrastructure on English Language Acquisition for Students in Rural Pakistan

The academic institutions in rural areas can be ameliorated immensely because the lack of educational facilities can impede the learning and teaching process of the school. However, due to a lack of language acquisition tools, insufficient pedagogical aids and a shortage of research facilities. Additionally, lack of basic supporting facilities, and slow internet further hinders quality education in rural schools of Pakistan (Keguruan, 2022). The insulating learning environment in rural school decreases the engagement of both students and parents, resulting in an increased high school dropout rate. There are very few physical facilities, including toilets, a boundary wall, drinking water, lack of toilets with water, electricity, and toilets which contributes to the fact that there are very few students and teachers left in the rural area (ASER Pakistan, 2015). According to the Pakistan Education Statistics, in secondary schools of Pakistan, the availability of electricity across primary, middle, high and higher secondary schools is 68%, 82%, 93%, and 97% (Asian Development Bank, 2022).

In certain rural areas, students sit in a classroom without any roof in the outside space of their respective schools. The long home-to-school distance is also a problem faced by students, specifically in the rural areas. Due to a lack of school availability in the rural areas, students have to walk long distances to go to schools which may be far from their current area. Because of this, they might feel discouraged to continue their studies (Talance, 2016). A study by Andrea revealed a substandard issue faced by the rural areas of Pakistan's mountainous regions is the lack of electricity. Many schools have no electricity at all, while others get electricity twice a day. The electric scarcity leaves children to survive in the dark during school hours, leaving them to survive in a room with minimal sunlight to read their educational texts. In the mountainous regions, the sunlight can only extend above 7,000 meters, which makes it a strenuous task for students to write or read (Lens Culture, n.d.). Electricity has been an ongoing problem in Pakistan, which has negatively impacted the society, including rural areas, leaving millions of people without electricity. This lack of electricity around the nation negatively impacts the educational sector as well (Varadhan, 2023).

The Sindh government boasts of how much it has done to improve the educational situation in rural Sindh, but the most it has done is to send chairs and desks for computers

to Tharparkar without actually sending along any computers, and this too in a place where people are still deprived of electricity. Rania (2018) writes in a well-known Pakistani e-news platform about how the official authorities of Sindh boast on their accomplishments and the work done in the rural area, still their governance seems like a joke due to the lack of effort being put on providing proper access to water, electricity and education to the rural population of Sindh which makes living in such districts “worse than a death sentence” (Azfar, 2018).

In the aspect of learning English, students’ motivation plays a crucial role (Purnama, Rahayu, & Yugafiati, 2019). However, a research published in the International Journal of Scientific & Technology Research Volume revealed that when it comes to learning English, the majority of the students possess low levels of motivation. In every class, there are about 30 students from which only 5 of them possess elevated motivation to learn English. The research further explained that learners just sat in class and merely listened, while finding it challenging to complete their homework on time due to difficulty in comprehending questions and understanding complex terminologies. Many of the surveyed students effortlessly give up on completing the task due to lack of engagement of lesson understanding (Endriyati, Prabowo, Abasa, & Akmal, 2019).

3 Challenges of English Language Education in Schools

Education prepares individuals to contribute constructively in this globalized world. Apart from this, several factors make English learning essential as a part of the educational practice and receive particular importance. Presently, all aspects of human pursuits are dominantly occupied with the English language as it is a crucial aspect of all worldly events. Communication globally has become easier in English as it is the leading language for international sciences, education, international relations, tourism, and research. English is also known as a language of education since it is implemented in the majority of academic institutions globally (Salsabilla, 2021).

In rural areas, certain challenges are faced by teachers to teach students in the rural area of Pakistan are related to their training, facilities, and student involvement. Certain student challenges are; lack of parent support, weariness, understanding new English words, and a lack of potentiality in verbal English. In addition, the teachers' challenges are a lack of educator training, inadequate pedagogies, and a lack of information technology proficiency utilization within the classroom environment. Whereas, the limited amount of time and the lack of facilities is another challenge (Endriyati, Prabowo, Abasa, & Akmal, 2019). Despite the rapid development of certain academic institutions in rural Pakistan, extensive schools still exist in substandard and unsatisfactory conditions due to minimal facilities such as a lack of IT equipment or a proper school infrastructure (Akram, Yang, Ahmad, & Aslam, 2020).

Teaching English as a second language is a demanding task for any teacher in the 21st Century as it requires extensive lesson planning, and classroom management skills. In a 21st Century classroom, the focus of language learning is different as it focuses on learning how to learn and not learning through following the memorization method. Students in the 21st Century classroom implement the knowledge they acquired and demonstrate their understanding of the content they learnt throughout their educational journey (DEVIS, 2020). The task-based learning method is acquired by educators to assist students succeed in their language acquisition goals. Students can utilize various skills in communicative language that are crucial in comprehending and learning a new language, assisting learners to enhance their verbal linguistic capabilities (Rana & Urooj, n.d.). However, teachers in rural areas of Pakistan face difficulties in implementing the method of Task-Based Language Teaching (TBLT). Despite the accentuation in rural Pakistan of English language education, learners still struggle to succeed in their English speaking, reading, listening and writing goals (Alaudin, Yaqoob, & Riaz, 2022).

The research by Alaudin, Yaqoob, and Riaz (2022) further revealed that educators in the rural areas were more attentive towards developing the necessary understanding of the students to pass their examinations conducted by the Punjab Boards, rather than adapting the creative pedagogy of task-based learning which limited the student's potential to hone their critical thinking abilities and feasible requisition of knowledge. The report further revealed that the importance of task-based activities in a classroom were not fully comprehended by the teachers (Riaz, Yaqoob, & Alaudin, 2022). Task-based activities are known to be an impactful teaching pedagogy, as it engages students in English speaking used in everyday contexts and promotes learner-centered education (Díaz, Parra, Lay, Herrera, & Zambrano, 2023). Through not implementing task-based learning, educators are forfeiting the chance to generate an engaging academic platform for their learners. Another challenge faced by the educators is a lack of student motivation in pursuing ELT education, and an insufficient parental support who themselves possess minimal education. In addition, learners are encumbered with additional domestic responsibilities of farming and gardening in rural areas, since the majority of the families residing in rural areas are involved in the farm business (Yasinta, 2022).

Education is a crucial aspect in acquiring success in today's world, as it opens the doors of educational and professional opportunities while improving their thoughts, personality, and overall well-being (Al-Shuaibi, 2014). Due to the significance of education and its increased demand due to globalization, if schools in rural areas begin recruiting experienced, proficient, and well-educated educators, it can positively impact the educational acquisition goals of students while positively impacting the academic environments of schools in those areas because in order to develop a sound education

system, a country must advance towards its socio economic development (Akram, Journal of Social Sciences Advancement, 2020).

3.2 Communicative Language Teaching in Schools of Rural Pakistan

Communicative language teaching is another teaching pedagogy which helps students hone their English communication proficiencies, encouraging them to incorporate linguistic capabilities in practical situations, enabling them to progress their communication skills. According to a research conducted by Saeed Ahmed, from Bahauddin Zakariya University, and Congman Rao from Northeast Normal University, an interview was conducted on a group of ten teachers in the rural area of Pakistan to analyze the implementation of CLT in the classroom of rural schools in Pakistan. Numerous teachers expressed their dissent towards CLT pedagogy, and said that the students might go astray during the entire learning journey.

Their dissension was focused on the typical heritage practices of south-asian classrooms where educators are provided with the same respect of a father figure, and if classrooms become more centered towards the learner's needs, they might not give their teachers the same level of respect as they deserve (Ahmad & Rao, 2013). A research conducted on the public school of Laqatabad in Karachi, which is a rural area, revealed educators facing certain challenges in the areas of language pedagogy.

This language further shed light upon the significant challenge faced during teaching English as a second language, significantly in regions with constrained language access. Teachers in that area of Liaquatabad faced the challenge of meeting the needs of diverse students, in addition to a lack of motivation from the learner's end, inadequate resources, and the teaching process is further complicated through integrating numerous modules. The teachers' burdens are further worsened due to a lack of pedagogies to implement in ELT classrooms which creates a barrier to effectively address each learner's needs. (Shoaib & Ayaz, 2021). In short, tackling the obstacles faced by educators in rural areas of Pakistan is important to prepare students for the global world if they acquire commendable English language education.

3.3 Language Policy and Implementation of English in Schools of Rural Pakistan

Little research has been conducted regarding the English language policy and implementation in the schools of rural Pakistan. However, significant research has been conducted on Government schools of Pakistan which are located in the low-income areas. Pakistan is a linguistically miscellaneous country. Urdu is considered to be a national language of Pakistan, with only eight percent of the population speaking it, with the official language being English that is spoken by only 2.5 percent of the people nationwide (Khan & Khan, 2016). Since the partition of Pakistan and India in 1947, the medium of instruction in classrooms of renowned private schools has been English. However, in Government schools, the medium of instruction adopted by educators is mostly Urdu, Sindhi, and

Pashto language. Majority of the government schools of Pakistan are located in the rural areas, or areas which are considered low-income according to the local community (Khan S. , 2006). According to research by Rahman (1996) and Quddus (1990), the government schools adopt English books as a means of instruction. However, the pedagogies remain unproductive and the educators did not receive English language training adequately (Qureshi & Shamim, 2009).

A study conducted by Shamim and Allen (2000) revealed that in government schools, the main focus of educators is to “do grammar” or “do a lesson,” irrespective of the classroom proportion. In their research, Shamim (1993) stated that the lesson plans involved foreseeable activities, with the educator or the learner reading the book audibly, explaining it in a local language or in Urdu, and providing the meaning of arduous words and providing their meaning in English, urdu, or in their local language of Pashto, Punjabi, or Saraiki, followed by the completion of exercises in textbooks by the learners furthering revealing that in government schools, the English proficiency level is generally low, leading to code-switching strategies in the classroom (Shamim & Allen, 2000).

Das, Pandey, and Zanjonc (2006) researched about the achievement and learning aspect of the English language for primary school children in rural Pakistan revealed that the 3rd grade children in the schools possessed low levels of English language proficiency as most young learners (86%) could write and recognize an alphabet when they were spoken to, and 70% of them could write from alphabet D to F in an exercise with less than 50% of the students being able to complete the blank options for words (BA_ _) or (FL_ _) for the words BALL and FLAG. (Das, Pandey, & Zajonc, 2008). According to Dr. Ponmozhi and Thenmozhi (2017), parent’s occupation, parent’s income, and the number of students in a classroom contributed significantly towards promoting learning difficulties for high school students in rural Pakistan. Dr. Ponmozhi and Thenmozhi (2017) further stated that if educational administration in the rural area of Pakistan follows international pedagogies, they can contribute towards diminishing learning difficulties for students in the remote districts of Pakistan. However, the English-medium schools in urban areas consist of fluent English speakers as the students have more opportunities to utilize the English language in academic settings and at home.

The pedagogies in urban schools are more innovative, and modern as compared to the schools in rural areas, as their textbooks are imported from native English countries, include pictures, and high-level of English (Rahman, 1996). In summary, despite the limited research on language policy and implementation of the English language in the schools of rural Pakistan, data collected from several research on government schools and low-income districts accentuate the importance for the need of improved training for the teachers and better teaching methodologies to dissipate the aforementioned issues effectively (D. & E., 2017).

4 Future Directions and Recommendations

The educational outcomes of English language teaching and the various challenges associated with language learning in the rural areas of Pakistan can be improved through addressing certain gaps. The aforementioned extended literature review highlights several systematic concerns associated with language learning in the education system of Pakistan, with a focus on rural areas. This section drafts a deliberate outline with extensive recommendations pointed towards alleviating these challenges and stimulating an environment where learners can acquire proper linguistic capabilities to thrive in their professional, academic, and personal aspirations in rural Pakistan.

The four principal aspects of the recommendations are: community-based actions, technology interpositions, policy advice, and regions of further research. Each of the aforementioned categories tackles the various aspects of the identified concerns in ELT material gaps and challenges in language learning for students in rural Pakistan. Through the implementation of these recommendations, stakeholders can ensure the students studying in rural areas are able to acquire proper language education to develop necessary skills which they can utilize to thrive in their professional, academic, and personal aspirations, ultimately leading to the economical elevation of their respective communities.

5. Policy Recommendations

5.1. Forming an ELT Framework for Rural Areas

The Ministry of Federal Education and Professional Training in Pakistan can establish a specified ELT framework curated to fulfill the needs of students in rural areas.

The framework may comprise of

- a. A systemized, modern and up-to-date curriculum which ensures the exposure of high-quality content for the students, and is flexible enough for the students to adapt to it through extensive in-class training because multiple changes have occurred in the English language teaching approach with the oral-structured approach, communicative language teaching and task-based language teaching, with introducing technology (Jamalova, 2024).
- b. Allocating significant ELT resources to secure learner's accessibility to modern books, and educational resources. These materials can be revised and updated on a periodic basis to remain aligned with the ever-evolving educational practices and regulations. If teachers and students alike possess access to open educational resources which are reviewed and studied annually (Tlili, et al., 2019).

c. Technology amalgamation to impart technical sources and digital education frameworks where necessary. This can include the creation of digital exercises and lessons that are attainable for learners and educators alike (Okpala, Alaku, & Alaku Ph.D., 2023).

5.2. Expanding the Financing and Education Materials Apportionment

Sufficient monetary sponsorship is important for educational policy to succeed. The Ministry of Federal Education and Professional Training is recommended to

a. Escalate the expenditure distributions for education in rural areas to ameliorate the infrastructure of educational platforms, fund teacher training, and in procurement of educational resources. Proper budget distribution ensures that educational institutions possess crucial resources such as refined classrooms, computer laboratories, and libraries to operate effectively (Jackson, Johnson, & Persico, 2015)

b. If the schools in rural areas of Pakistan also adopt proper budget distributions, it can significantly improve the school conditions, leading to better educational outcomes for everyone. Another method of acquiring additional budget resources and funding is to initiate partnerships with non-profit organizations and international corporations. These collaborations can deliver technology, expertness and funding support to strengthen communal efforts (DeJaeghere, 2000).

5.3. Professional Development and Training for Educators

To upgrade the outcomes of English Language teaching, continuously providing opportunities for professional development and training for educators is crucial.

Recommended measures involve:

a. Executing obligatory in-service programmes of training enthralled on contemporary methodologies in English language teaching and the implementation of technological tools. The training can involve distance-learning courses, workshops, and seminars that deliver up-to-date tools and techniques to the educators in rural areas which they can utilize for the betterment of their lesson planning and teaching methodologies (Saleem, Gul, & Dogar, 2021).

b. Presenting a motive to the experienced educators such as advancement in their career, an increment, or professional development opportunities for educators who pursue supplementary certifications and professional training. The aforementioned aspects can inspire the educators to strive towards improvements, while remaining amended with contemporary pedagogies. According to a research by the Journal of Research Innovation and Implication in Education, when educators are provided with incentives, it triggers their

attentiveness in work as they express a level of self-commitment while remaining motivated to fulfill the educational goals and objectives of their academic institution (Mtesigwa & Otieno, 2022).

c. Initiating asset centers for teachers in rural areas where teachers can retrieve additional support, educational aids, and resources. These centers can serve as a platform for teachers to share education content, develop themselves professionally and collaborate among educators (Ngina, 2024).

5.4. Incorporation of Local Languages and Contexts

To make the educational process more pertinent and efficacious, it is crucial to assimilate community linguistic contexts into the curriculum of English language teaching:

- a. Advance teaching methodologies in multilingual educational resources which comprise of English and other local languages to aid course apprehension. These resources can assist in navigating the gap between English and the students' native language, making it convenient for them to accept advanced conceptualizations (Bialystok, 2016).
- b. Coach the educators to teach in multilingual settings to further assist learners in language switching, structuring and implementing the local language as a mechanism of support in an educational setting (Cañado, 2014).

5.6. Community-Based Resourcefulness

5.6.1 Community Educational Platforms

If community educational platforms are developed in rural areas to supply complementary resources and education, it can be advantageous for the educators and learners alike due to several reasons, which are:

- a. Programs for after-school offered by these centres, including tutoring, and access to various types of educational content. These programs can also be a means of developing educational workshops and events in the community, while building a tradition of education within the rural community (Saepudin & Suliostono, 2021).
- b. Captivate community volunteers, educated youngsters, and retired educators to assist the centers. Their participation can bring further professional experience, assets, and develop the local community's perspective towards education and ownership (Ahmad & Said, 2013).
- c. These centers can be utilized to encourage involvement of parents and initiate the support from the local community. Arranging daily activities and meetings can assist parents to comprehend the significance of knowledge and how it can positively impact a student's educational journey (Bajaj, Rastogi, Gangwar, Raja, & E., 2023).

5.7. Parental and Community Engagement

Aggravated parents and involvement of community in English Language Teaching (ELT) programs serve as a crucial basis to attain success in acquiring language and succeeding in the linguistic goals. Some of the aspects which can be adopted in the rural areas are:

a. Universities and major academic institutions from urban areas can contribute towards conducting seminars and workshops to guide parents regarding the significance of skills in the English language and how it can assist the learning of youngsters at home. These discussions can provide parents with epirical materials and advice to assist their children in succeeding in their educational journey (Kaukab, 2016).

b. Promote a community lifestyle that asserts the significance of education through community events, role models and stories of accomplishments. Emphasizing the accomplishments of local industry professionals and successful students who have profited from the high-quality education can inspire other members of the local community to prioritize educational attainment. Several studies have shown community culture and its crucial role in shaping individuals' motivation towards pursuing education (Gatt, 2010).

5.8. Establishing mobile resource units and libraries

Mobile resource units and libraries serve as a bridge towards making resources available for everyone, specifically in the remote village areas.

a. The availability of resource libraries and mobile units ensures the availability of educational resources, and academic material for everyone as they acquire the quality content to excel in their educational endeavors (Huang, Pu, Chen, & Chiu, 2015).

b. Cooperate with academic institutions in the community to position the educational materials provided with the needs of the curriculum. This collaboration can assist in ensuring that certain educational goals of the students are supported by the available academic assets and in mobile libraries (Jacobs, Stals, & Leroy, 2016).

5.9. Digital Initiatives

5.9.1. Technology educational programmes and electronic resources

a. Produce and distribute educational programmes which are connected to technology. Education material related to the world of technology can prove to be extensively beneficial for students residing in rural areas as it can help develop their skills in learning how to use a computer efficiently and broaden their understanding regarding education technology. According to the MECS Press, around 48% distributors of internet discovered the E-learning platforms to be advantageous for the masses in rural districts in terms of providing them with further knowledge, job promotions, and

ameliorated work opportunities, and in terms of acquiring the skills to operate advanced technologies in the market. It has also been found to improve the mental and social ability of individuals (Anand, Saxena, & Saxena, 2012).

- b. It can be noted that not all rural areas have access to the internet. For such rural areas with a limited capacity for internet, offline digital sources can be established on preloaded tablets, or in USB drivers. Schools can also be provided with PC's that can be utilized by teachers and students alike to maximize the learning outcome. Through the aforementioned aspects, learners can access educational materials without having proper digital connection (Pugoy, Habito, & Jr., 2016).

Technological materials can be efficiently utilized by everyone if people have access to technology.

5.9.2. Distance Education Learning Support

Distance education can be utilized to maximize in-person learning experience of schools and academic institutions in rural areas.

- a. Partnerships can be developed with schools and academic institutions in urban areas to provide the schools in rural areas with live lessons or pre-recorded lessons. Students in rural areas can benefit from the pre-recorded lectures as it can provide them an access to high-quality educational material (Bangoura, 2020)
- b. Digital centers and online platforms can also be established where educators and learners can attain academic advice and assistance. These systems of support can deliver help and mentoring to teachers and students, assisting them to conquer any educational challenges they might encounter (DZakaria, 2005).

5.10. Areas for Further Research

5.10.1 Extended Research Studies on the Outcomes of English Language Teaching

If extended research studies are conducted, it can provide significant information into the impact of English Language Teaching solutions. Many types of researches can be conducted, including:

- a. Tracking the growth of learners over the past decades to study the effect of various pedagogies and materials. This can assist in distinguishing the most impactful pedagogy in enhancing the linguistic capabilities and educational results of students in rural areas of Pakistan since data tracking has proved to be extensively helpful (Carroll, 2019).
- b. Assess the economic and social advantages of upgraded English expertise on the community and the masses. This study can confirm the positive impact of English language teaching on the masses in the aspect of community evolution, financial occasions, and vertical mobility. Research has shown that robust language proficiency

can assist an individual to create a robust professional and academic power (Hadrami, 2023).

5.10.2. Productiveness of Digital Initiatives

The productiveness of numerous digital initiatives can be evaluated to upgrade the English Language Teaching outcomes in rural Pakistan. Some of the aspects which can be followed are as follows;

- a. Evaluate the various digital platforms and online materials to recognize the most efficient resources for rural districts. This can guarantee that technological funding is administered towards solutions that are impactful because research has significantly proved the benefit of technology in rural areas and how it positively impacts the educational journey of the learners (Hassel, Dean, & Impact, 2015).
- b. Analyze the difficulties and advantages of incorporating digital aspects into traditional pedagogies. If such a research is conducted, it can deliver information regarding the best aspects of amalgamating traditional and technological approaches to enhance the educational process for students in rural areas of Pakistan.

Analyzing the ELT resource gap and linguistic acquisition hindrances in Pakistan's rural areas requires strenuous endeavor from all involved parties, including the higher authorities, academic platforms, international corporations, and societies. It is essential to engage all stakeholders in the process and to continuously monitor and evaluate the impact of the interventions. By doing so, we can ensure that the efforts to improve ELT in rural Pakistan are effective, equitable, and sustainable, paving the way for a brighter future for the country's youth residing in rural areas.

6. Conclusion

In conclusion, learning the English language is not an easy task as it requires extensive resources, commitment, hard work, dedication, and motivation. Due to the increase in globalization, the demand for the English language has significantly increased. However, not everyone has equal access to academic resources they can utilize for their benefit, particularly students in rural schools of Pakistan as emphasized in this research which poses a significant challenge in their language acquisition process.

The framework proposed in this study emphasizes the shared responsibility of policymakers, government bodies, educational institutions, and local communities in advancing equitable English language education. By aligning policy reforms with classroom practices, community engagement, and technology integration, stakeholders can create sustainable pathways for improving language learning outcomes in rural contexts.

Ultimately, enhancing ELT in rural Pakistan is not only a linguistic or pedagogical concern but a matter of educational justice and national development. Providing rural learners with meaningful access to quality English language education can expand their academic, professional, and social opportunities, enabling them to participate more fully in an increasingly globalized world.

We can create an empowered and inclusive environment for the next generation of language learners in Pakistan through advocating for gender-sensitive policies, stable school infrastructure, the incorporation of modern curriculum, adapting innovative pedagogies and integrating technological aspects to enhance student's learning experience and improving the educators' teaching experience.

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