**LANGUAGE LEARNING AND TEACHING IN RURAL CONTEXTS**

**(Last updated 29 March 2023)**

Ab Aziz, A. A., Swanto, S., & Azhar, S. B. H. J. (2019). Coping with stress: Exploring the lived experiences of English teachers who persist in Malaysian rural schools. *Indonesian Journal of Applied Linguistics*, *8*(3), 506-514.

Akram, H., Yang, Y., Ahmad, N., & Aslam, S. (2020). Factors contributing to low English language literacy in rural primary schools of Karachi, Pakistan. *International Journal of English Linguistics*, *10*(6), 335-346.

Altinyelken, H. K., Moorcroft, S., & Van Der Draai, H. (2014). The dilemmas and complexities of implementing language-in-education policies: Perspectives from urban and rural contexts in Uganda. *International Journal of Educational Development*, *36*, 90-99.

Autti, O., & Hyry-Beihammer, E. K. (2014). School closures in rural Finnish communities. *Journal of Research in Rural Education, 29*(1), 1-17.

Barrio, B. L. (2017). Special education policy change: Addressing the disproportionality of English language learners in special education programs in rural communities. *Rural Special Education Quarterly*, *36*(2), 64-72.

Bonilla Medina, S. X., & Cruz Arcila, F. (2013). Sociocultural factors involved in the teaching of English as foreign language in rural areas of Colombia: An analysis of the impact on teachers’ professional development. *Research in Teacher Education*, *3*(2), 28-33.

Burton, M., Brown, K., & Johnson, A. (2013). Storylines About Rural Teachers in the United States: A Narrative Analysis of the Literature. *Journal of Research in Rural Education*, *28*(12).

Canadian Council on Learning (2006). Lessons in learning: The rural gap in education Ottawa, ON: Report on Learning in Canada. [www.ccl-cca.ca/pdf](http://www.ccl-cca.ca/pdf).

Castro, L., & Villafuerte, J. (2019). Strengthening English Language Teaching in Rural Schools through the Role-Playing: Teachers' Motivations. *International Journal of Educational Methodology*, *5*(2), 289-303.

Çiftçi, Ş. K., & Cin, F. M. (2017). What matters for rural teachers and communities? Educational challenges in rural Turkey. *Compare: A Journal of Comparative and International Education, 48*(5), 686–701. <http://dx.doi.org/10.1080/03057925.2017.1340150>

Coady, M. R. (2020). Rural English learner education: A review of research and call for a national agenda. *Educational Researcher*, *49*(7), 524-532.

Coady, M. R., Lopez, M. P., Marichal, N., & Heffington, D. (2019). Preparing teacher leaders for English language learners in rural settings. *Theory & Practice in Rural Education*, *9*(1), 44-60.

Corbett, M. (2005). Rural education and out-migration: The case of a coastal community. *Canadian Journal of Education/Revue canadienne de l'éducation*, 52-72.

Corbett, M. (2010). Wharf talk, home talk, and school talk: The politics of language in a coastal community. In Schafft, K. A., & Jackson, A. Y. (Eds.), *Rural education for the twenty-first century: Identity, place, and community in a globalizing world* (pp. 115-131). Penn State Press.

Corbett, M. (2014). Toward a geography of rural education in Canada. *Canadian Journal of Education/Revue canadienne de l'éducation*, *37*(3), 1-22.

Corbett, M. (2015). Rural education: Some sociological provocations for the field. *Australian and International Journal of Rural Education*, *25*(3), 9-25.

Corzo, Dent, V. F., & Goodman, G. (2015). The rural library’s role in Ugandan secondary students’ reading habits. *IFLA Journal*, *41*(1), 53–62.

Cruz-Arcila, F. (2017). Interrogating the social impact of English language teaching policies in Colombia from the vantage point of rural areas. *Australian and International Journal of Rural Education*, *27*(2), 46-60.

Cuong, P. H. (2021). English Language Education in Rural Areas: Current Issues, Complexities and Ways Forward. *VNU Journal of Science: Education Research,* 1-10.

Daar, G. F., & Nasar, I. (2021). Teachers challenges in the learning process during the Covid-19 pandemic in rural areas. *JINOTEP (Jurnal Inovasi dan Teknologi Pembelajaran): Kajian dan Riset Dalam Teknologi Pembelajaran*, *8*(2), 186-193.

Dailin, D., Melati, M., & Zayadi, A. (2019). Creative and innovative ways of teaching English in rural area through ICT. *Edu-Ling: Journal of English Education and Linguistics*, *2*(2 July), 112-121.

Delgado, I. L. S., & Lozada, H. R. (2023). A humanistic approach-based didactic strategy to improve rural students’ English language learning, *Journal for Research Scholars and Professionals of English Language Teaching, 7*(35), <https://doi.org/10.54850/jrspelt.7.35.002>.

Dent, J. Q., & Lopera Lopera, C. J. (2016). Content based lesson plans inside the English rural classrooms. *International Education Studies*, *9*(11), 130-141.

Dent, V. F., & Goodman, G. (2015). The rural library’s role in Ugandan secondary students’ reading habits. *IFLA Journal*, *41*(1), 53–62.

Djahimo, S. E. (2015). Management of innovation in language teaching (a case study of managing innovation in rural schools in NTT Province, Indonesia). *CEL: A Journal of Culture, English Language Teaching & Literature*, *15*(1), 75-93.

Dube, B. (2020). Rural online learning in the context of COVID 19 in South Africa: Evoking an inclusive education approach. *REMIE: Multidisciplinary Journal of Educational Research*, *10*(2), 135-157.

Duff, P. A., & Li, D. (2009). Indigenous, minority, and heritage language education in Canada: Policies, contexts, and issues. *Canadian Modern Language Review*, *66*(1), 1-8.

Du Plessis, P., & Mestry, R. (2019). Teachers for rural schools–a challenge for South Africa. *South African Journal of Education*, *39*(1), <https://doi.org/10.15700/saje.v39ns1a1774>.

Eisazadeh, N., Rajendram, S., Portier, C., & Peterson, S. S. (2017). Indigenous children’s use of language during play in rural northern Canadian kindergarten classrooms. *Literacy Research: Theory, Method, and Practice*, *66*(1), 293-308.

Erling, E., Seargeant, P., Solly, M., Chowdhury, Q. H., & Rahman, S. (2012). *Attitudes to English as a language for international development in rural Bangladesh*. British Council.

Erling, E. J., Seargeant, P., & Solly, M. (2014). English in rural Bangladesh: How is language education perceived as a resource for development in rural communities?. *English Today*, *30*(4), 15-21.

Fan, M., & Antle, A. N. (2020, June). An English language learning study with rural Chinese children using an augmented reality app. In E. Rubegni & A. Vasalou (Eds.), *Proceedings of the interaction design and children conference* (pp. 385-397). Association for Computing Machinery.

Febriana, M., Nurkamto, J., Rochsantiningsih, D., & Muhtia, A. (2018). Teaching in rural Indonesian schools: Teachers’ challenges. *International Journal of Multicultural and Multireligious Understanding*, *5*(5), 11-20.

Feng, Y. (2023). A study of English vocabulary learning strategies in rural junior middle schools. *Journal of Education and Educational Research*, *2*(1), 93-97.

Fitriana, D., & Purnamasari, N. (2021). Teaching English through an online learning model to EFL students in rural areas during the COVID-19 pandemic: Teacher's reflection. *JELA (Journal of English Language Teaching, Literature and Applied Linguistics)*, *3*(2), 8-20.

Friedrich, N., Portier, C., & Peterson, S. S. (2019). Identifying Patterns in and Relationships Between Graphic Representations and Talk of Northern Canadian Rural and Indigenous Children. *Language & Literacy: A Canadian Educational E-Journal*, *21*(1).

Gallo, J. (2020). Against the grain: Narratives of rural teachers' professional lives. *Rural Educator*, *41*(2), 1-13.

Gardiner, M. (2008). Education in rural areas. *Issues in Education Policy*, *4*, 1-33.

Gobel, P., Thang, S. M., Sidhu, G. K., Oon, S. I., & Chan, Y. F. (2013). Attributions to success and failure in English language learning: A comparative study of urban and rural undergraduates in Malaysia. *Asian Social Science*, *9*(2), 5362.

Gomathi, B. S. (2014). Enriching the skills of rural students with effective methods of teaching English language using LSRW skills. *International Journal of Education and Information Studies*, *4*(2), 65-69.

Gomathi, B. S., & Kiruthika, P. (2013). Role of L1 in English language teaching to rural area students with reference to erode region. *International Journal of Humanities and Social Science Invention*, *2*(12), 24-26.

Gong, P. (2011). 从城乡教育差距看农村英语教育 [The gap between rural and urban English education]. *Modern Business Trade Industry, 23*(15), 177-178.

Gonzalez, A. (1985). Communicative language teaching in the rural areas: How does one make the irrelevant relevant. In B. K. Das (Ed.), *Selected papers from the RELC seminar on* *communicative language teaching* (pp. 84-105). <https://files.eric.ed.gov/fulltext/ED266661.pdf#page=105>

Hafidz, M. (2020). The dilematic on-line English learning during the Covid-19 pandemic in rural area. *Journal of English Teaching, Applied Linguistics and Literatures (JETALL)*, *3*(2), 43-48.

Hajar, A. (2018). Motivated by visions: A tale of a rural learner of English. *The Language Learning Journal*, *46*(4), 415-429.

Hansen‐Thomas, H. (2018). Rural ESL: I only have two students!. *The TESOL Encyclopedia of English Language Teaching*, 1-5.

Hansen-Thomas, H., Grosso Richins, L., Kakkar, K., & Okeyo, C. (2016). I do not feel I am properly trained to help them! Rural teachers’ perceptions of challenges and needs with English-language learners. *Professional Development in Education*, *42*(2), 308-324.

Hardré, P., Sullivan, D., & Roberts, N. (2008). Rural teachers' best motivating strategies: A blending of teachers' and students' perspectives. *The Rural Educator, 30*(1), 19-31.

Hargreaves, L. M. (2009). Respect and responsibility: Review of research on small rural schools in England. *International journal of educational research*, *48*(2), 117-128.

Hargreaves, L., Kvalsund, R., & Galton, M. (2009). Reviews of research on rural schools and their communities in British and Nordic countries: Analytical perspectives and cultural meaning. *International Journal of Educational Research*, *48*(2), 80-88.

Hayes, D. (2010). Language learning, teaching and educational reform in rural Thailand: An English teacher's perspective. *Asia Pacific Journal of Education*, *30*(3), 305-319.

Holguín, B. R., & Morales, J. A. (2016). English language teaching in rural areas: A new challenge for English language teachers in Colombia. *Cuadernos de Lingüística Hispánica*, (27), 209-222.

Hossain, M. M. (2016). English language teaching in rural areas: A scenario and problems and prospects in context of Bangladesh. *Advances in Language and Literary Studies*, *7*(3), 1-12.

Hu, G. (2003). English language teaching in China: Regional differences and contributing factors. *Journal of Multilingual and Multicultural Development*, *24*(4), 290-318.

Huang, S. H. (2016). Communicative language teaching: Practical difficulties in the rural EFL classrooms in Taiwan. *Journal of Education and Practice*, *7*(24), 186-202.

Hughes, S. P., & Madrid, D. (2020). The effects of CLIL on content knowledge in monolingual contexts. *The Language Learning Journal*, *48*(1), 48-59.

Idrus, F. (2021). Profiling English Language Learning Anxiety among Selected Rural Area Secondary School Students in Malaysia: A Case Study. *International Journal of English Language Teaching, 9*(1), 1-20.

Izquierdo, J., Aquino Zúñiga, S. P., & García Martínez, V. (2021). Foreign language education in rural schools: Struggles and initiatives among generalist teachers teaching English in Mexico. *Studies in Second Language Learning and Teaching*, *11*(1), 133-156.

Kadt, E. D. (2002). Gender and usage patterns of English in South African urban and rural contexts. *World Englishes*, *21*(1), 83-96.

Kawalilak, C., Wells, N., Connell, L., & Beamer, K. (2012). E-learning access, opportunities, and challenges for Aboriginal adult learners located in rural communities. *College Quarterly*, *15*(2), n2.

Khan, S. R., Kazmi, S., & Latif, Z. (2005). A comparative institutional analysis of government, NGO and private rural primary schooling in Pakistan. *The European Journal of Development Research*, *17*(2), 199–223.

Khumalo, B., & Mji, A. (2014). Exploring educators’ perceptions of the impact of poor infrastructure on learning and teaching in rural South African schools. *Mediterranean Journal of Social Sciences*, *5*(20), 1521-1521.

Kızılaslan, İ. (2012). Teaching in rural Turkey: Pre-service teacher perspectives. *European Journal of Teacher Education, 35*(2), 243–254. <https://doi.org/10.1080/02619768.2011.643394>

Kormos, E., & Wisdom, K. (2021). Rural schools and the digital divide: Technology in the learning experience. *Theory & Practice in Rural Education*, *11*(1), 25-39. <https://doi.org/10.3776/tpre.2021.v11n1p25-39>.

Kubota, R., & McKay, S. (2009). Globalization and language learning in rural Japan: The role of English in the local linguistic ecology. *TESOL Quarterly*, *43*(4), 593-619.

Kvalsund, R., & Hargreaves, L. (2009). Reviews of research in rural schools and their communities: Analytical perspectives and a new agenda. *International Journal of Educational Research*, *48*(2), 140-149.

Lam, M. (2019). Language education for newcomers in rural Canada: Needs, opportunities, and innovations. *Journal of Rural and Community Development*, *14*(1), 77-97.

Lamb, M. (2012). A self system perspective on young adolescents’ motivation to learn English in urban and rural settings. *Language Learning*, *62*(4), 997-1023.

Lan, Y. J. (2020). Immersion into virtual reality for language learning. In K. D. Federmeier & H. W. Huang (Eds.), *Psychology of learning and motivation* (Vol. 72, pp. 1-26). Academic Press. \*\*

Lee, H. G., & Egbert, J. (2016). Language learning and technology in varied technology contexts. In F. Farr & L. Murray. *The Routledge Handbook of Language Learning and Technology* (pp. 211-222). Routledge.

Ler, E. C. (2010). Cultural factors affecting English proficiency in rural areas: A case study. *International Journal of Arts and Sciences*, *3*(10), 26-55.

Ler, E. C. (2012). Cultural factors affecting English proficiency in rural areas. *Advances in Language and Literary Studies*, *3*(1), 1-23.

Li, C., & Wei, L. (2022). Anxiety, enjoyment, and boredom in language learning amongst junior secondary students in rural China: How do they contribute to L2 achievement?. *Studies in Second Language Acquisition*, 1-16. \*\*

Liggett, T. (2010). ‘A little bit marginalized’: The structural marginalization of English language teachers in urban and rural public schools. *Teaching Education*, *21*(3), 217-232.

Liu, H., Chu, W., Fang, F., & Elyas, T. (2021). Examining the professional quality of experienced EFL Teachers for their sustainable career trajectories in rural areas in China. *Sustainability*, *13*(18), 1-14.

Ma, L., Xiao, L., & Liu, J. (2021). Motivational beliefs of urban and rural students in English as a foreign language learning: The case of China. *Journal of Multilingual and Multicultural Development*, 1-14.

Mabasa-Manganyi, R. B. (2023). Factors influencing foundation phase rural teachers’ understanding and practices in selecting inclusive teaching strategies. *South African Journal of Childhood Education*, *13*(1), 991-1,001.

Martin, P. (2005). Safe language practices in two rural schools in Malaysia: Tensions between policy and practice. In A. Lin & P. W. Martin (Eds.), *Decolonisation, globalisation: Language-in-education policy and practice* (pp. 74-97). Multilingual Matters.

Meadan, H., Meyer, L. E., Snodgrass, M. R., & Halle, J. W. (2013). Coaching parents of young children with autism in rural areas using internet-based technologies: A pilot program. *Rural Special Education Quarterly*, *32*(3), 3-10.

Mishra, B. (2015). Innovative ways of English language teaching in rural India through technology. *International Journal of English and Literature*, *6*(2), 38-44.

Mncube, D. W., Mkhasibe, R. G., & Ajani, O. A. (2021). Teaching in English across the curriculum: A lived experiences of the novice teachers in a selected rural FET schools in South Africa. *International Journal of Higher Education*, *10*(6), 72-82.

Mokoena, M. (2022). Exploring the impact of the COVID-19 pandemic on rural English FAL teachers’ lesson planning. *Arab World English Journal (AWEJ) 2nd Special Issue on Covid 19*, 479-491. <https://dx.doi.org/10.24093/awej/covid2.32>.

Monk, D. H. (2007). Recruiting and retaining high-quality teachers in rural areas. *The Future of Children 17*(1), 155-174.

Moser, K. M., & Wei, T. (2023). Professional development in collaborative online spaces: Supporting rural language teachers in a post-pandemic era. *The New Educator*, 1-32.

Mudzielwana, N. P. (2015). Student teachers’ reasons for choosing teaching as a career: A case study of first year students from a rural university. *International Journal of Educational Sciences*, *10*(1), 35-42.

Nawab, A. (2012). Is it the way to teach language the way we teach language? English language teaching in rural Pakistan. *Academic Research International*, *2*(2), 696-705.

Ndu, O. G., Tshotsho, B. P., & Cekiso, M. (2022). Grade 10 teachers’ perceptions of their application of socio-cultural and multiple intelligences on English second language learners. *Journal for Language Teaching*, *56*(1), 1-22.

Ngwenya, J., Mtshali, M., & Myende, T. (2023). Challenges teachers face in teaching Grade 12 business studies in rural schools. *International Journal of Research in Business and Social Science (2147-4478)*, *12*(1), 282-289.

Nuby, M. H. M., Rashid, R. A., Rahman, A. R. M. M., & Hasan, M. R. (2020). Communicative language teaching in Bangladeshi rural schools. *Universal Journal of Educational Research*, *8*(2), 622-630.

Oluoch, E. A. (2017). Language of instruction in Kenya: Focus on lower primary in schools in rural areas. *International Journal of Education, Learning, and Development, 5*(1), 17-23.

O'Neal, D. D., Ringler, M., & Rodriguez, D. (2008). Teachers’ perceptions of their preparation for teaching linguistically and culturally diverse learners in rural eastern North Carolina. *The rural educator*, *30*(1), 5-13.

Padilla Rodriguez, B. C., Armellini, A., & Traxler, J. (2021). The forgotten ones: How rural teachers in Mexico are facing the Covid-19 pandemic. *Online Learning*, *25*(1), 253-268.

Peterson, S. S., McIntyre, L. J., & Glaés-Coutts, L. (2018). Collaborative action research in Northern Canadian rural and Indigenous schools: learning about young children’s oral language in play contexts. *Educational Action Research*, *26*(5), 787-802.

Pham, C. (2015). Affordances for high school students learning English in rural areas in Vietnam. *Teachers of English to Speakers of Other Languages, Aotearoa/New Zealand*, *23*, 27-40.

Pham, C. (2016). Identifying sociocultural influences on high school students' motivation to learn English in rural areas in Vietnam. *New Zealand Studies in Applied Linguistics*, *22*(1), 5-20.

Pham, H. C. (2021). English language education in rural areas: Current issues, complexities and ways forward. *VNU Journal of Science: Education Research*, *37*(4), 39-48.

Phon, S. (2017). Factors affecting the English language proficiency of students majoring in English at rural university in Cambodia. *UC Occasional Paper Series, 1*(1), 69-92.

Portier, C., & Peterson, S. S. (2017). Rural northern Canadian teachers’ discoveries about young children’s oral language. *Language and Literacy, 19*(2), 109-126.

Preston, J. P., & Barnes, K. E. (2017). Successful leadership in rural schools: Cultivating collaboration. *Rural Educator*, *38*(1), 6-15.

Rahim, F. A., & Chun, L. S. (2017). Proposing an affective literacy framework for young learners of English in Malaysian rural areas: Its key dimensions and challenges. *Malaysian Journal of Learning and Instruction*, *14*(2), 115-144.

Rahman, M. M. (2018). 16 Implementing English for today books in secondary schools in rural Bangladesh. *English Education Research Initiatives*, 189-199.

Rajasekaran, W. C., & Anburaj, G. (2015). Ways of teaching English in rural areas. *Journal of Humanities and Social Science*, *20*(2), 100-102.

Ramos, K. (2018). Preparing teachers for English learners in rural settings. In J. Sharkey & M. Peercy (Eds.), *Self-study of language and literacy teacher education practices across culturally and linguistically diverse contexts* (pp. 145–165). Emerald.

Rana, K. (2022). How teachers developed remote learning during the Covid-19 crisis: What can we learn from rural teachers in Nepal. In M. Hammond (Ed.), *Supporting remote teaching and learning in developing countries: From the global to the local* (pp. 48-61). British Council.

Reaisi, M., Ghaiyoomian, H., & Raeisi, M. (2020). Rural and urban EFL teachers and students' attitude toward using L1 in Iranian English classrooms. *Theory & Practice in Language Studies*, *10*(8), 999-1008.

Renganathan, S. (2021). English language education in rural schools in Malaysia: A systematic review of research. *Educational Review*, 1-18. <http://dx.doi.org/10.17507/tpls.1008.21>.

Robinson, C. D. (2013). *Language use in rural development*. De Gruyter Mouton.

Saha, M. (2023). English teachers’ attitudes towards learners: Effects on the rural pedagogies in Bangladesh. *Ampersand*, *10*, <https://doi.org/10.1016/j.amper.2022.100107>.

Sailors, M., Hoffman, J. V., Pearson, P. D., Beretvas, S. N., & Matthee, B. (2010). The effects of first- and second-language instruction in rural South African schools. *Bilingual Research Journal*, *33*(1), 21–41. <https://doi.org/10.1080/15235881003733241>

Salahuddin, A. N. M., Khan, M. M. R., & Rahman, M. A. (2013). Challenges of implementing English curriculum at rural primary schools of Bangladesh. *The International Journal of Social Sciences*, *7*(1), 34-51.

Salazar, D., Aguirre-Munoz, Z., Fox, K., & Nuanez-Lucas, L. (2010). On-line professional learning communities: Increasing teacher learning and productivity in isolated rural communities. *Systemics, Cybernetics and Informatics*, *8*(4), 1-7.

Sari, D. R. (2021). Rural EFL teachers’ emotions and agency in online language teaching: I will survive. *Vision: Journal for Language and Foreign Language Learning*, *10*(1), 1-16.

Schafft, K. A., & Jackson, A. Y. (Eds.), (2010). *Rural education for the twenty-first century: Identity, place, and community in a globalizing world*. Penn State Press.

Serpell, R. (1999). Local accountability to rural communities: A challenge for educational planning in Africa. In A. W. Little & F. E. Leach (Eds.), *Education, cultures and economics: Dilemmas for development* (pp. 111-139). Routledge.

Sharma, S. E. E. M. A. (2013). Challenges of English Language Teaching in Rural India: A Synoptic Study of Elementary Schools of Rajasthan. *Research Journal of English Language and Literature*, *1*(4), 61-67.

Shim, J. M. (2013). Involving the parents of English language learners in a rural area: Focus on the dynamics of teacher-parent interactions. *Rural Educator*, *34*(3), 18-26.

Smit, R., Hyry-Beihammer, E. K., & Raggl, A. (2015). Teaching and learning in small, rural schools in four European countries: Introduction and synthesis of mixed-/multi-age approaches. *International Journal of Educational Research*, *74*, 97-103.

Smith, M. K., Wu, Y., Wang, Y., Wu, R., & Wang, Y. (2022). Our story of innovation: Reforming the traditional approach to ELT in China’s hinterlands. *Innovation in Language Learning and Teaching*, 1-13

Sookrajh, R., & Joshua, J. (2009). Language matters in rural schools in South Africa: Are educators making the implementation of the Language in Education Policy (1997) work?. *Language Learning Journal*, *37*(3), 323-338.

Ssentanda, M. E. (2016). Tensions between English medium and mother tongue education in rural Ugandan primary schools. In C. Meierkord, B. Isingoma, & S. Namyalo (Eds.), *Ugandan English: Its sociolinguistics, structure and uses in a globalising post-protectorate* (pp. 95–118). John Benjamins.

Ssentanda, M., Southwood, F., & Huddlestone, K. (2019). Curriculum expectations versus teachers’ opinions and practices in teaching English in rural primary schools in Uganda. *Language Matters*, *50*(2), 141-163.

Stenman, S., & Pettersson, F. (2020). Remote teaching for equal and inclusive education in rural areas? An analysis of teachers’ perspectives on remote teaching. *The International Journal of Information and Learning, 37*(3), 87-98.

Stockard, J. (2011). Increasing reading skills in rural areas: An analysis of three school districts. *Journal of Research in Rural Education (Online)*, *26*(8), 1.

Tariq, A. R., Bilal, H. A., Sandhu, M. A., Iqbal, A., & Hayat, U. (2013). Difficulties in learning English as second language in rural areas of Pakistan. *Новый университет*, *4*(29), 24-34.

Taufik, M., & Effendy, M. B. (2022). The absence of student-teacher emotional closeness: Rural and urban English teachers’ voices during Covid-19 pandemic. *Journal of English Language Teaching and Linguistics*, *7*(1), 43-61.

Thuruvan, P., & Yunus, M. M. (2017). The speech act of request in the ESL classroom. *3L, Language, Linguistics, Literature*, *23*(4), 212-221.

Timmis, S., Mgqwashu, E. M., Naidoo, K., Muhuro, P., Trahar, S., Lucas, L., ... & de Wet, T. (2019). Encounters with coloniality Students’ experiences of transitions from rural contexts into higher education in South Africa. *Critical Studies in Teaching and Learning*, *7*(2), 76-101.

Trudell, J., Cheffy, I., & Trudell, B. (2019). Adult literacy, local languages and lifelong learning in rural African contexts. *International Review of Education, 65*, 341-349.

Trudell, J., & Cheffy, I. (2019). Local knowledge, global knowledge: The role of local language literacy for lifelong learning in rural African contexts. *International Review of Education*, *65*(3), 409-425.

Tseng, Y. H. (2021). Exploring motivation in EFL learning: A case study of elementary students in a rural area. *Taiwan Journal of TESOL*, *18*(2), 93-124.

Wang, J. (2006). Difficulties and counter measures in the implementation of quality oriented education in rural primary and secondary schools. *Jiayou Yanjiu (Educational Research), 11*, 41-46.

Wang, J., Tigelaar, D. E., & Admiraal, W. (2019). Connecting rural schools to quality education: Rural teachers’ use of digital educational resources. *Computers in Human Behavior*, *101*, 68-76.

Wang, J., Tigelaar, D. E., & Admiraal, W. (2021). Rural teachers’ sharing of digital educational resources: From motivation to behavior. *Computers & Education*, *161*, <https://doi.org/10.1016/j.compedu.2020.104055>.

White, C., & Pham, C. (2017). Time in the experience of agency and emotion in English language learning in rural Vietnam. *Innovation in Language Learning and Teaching*, *11*(3), 207-218.

Wreikat, Y. A., Kabilan, M. K., & Abdullah, A. C. (2014). The Rural Learning Environment and Pupils' Learning of the English Language. *Pertanika Journal of Social Sciences & Humanities*, *22*(1), 35-56.

Wu, X., & Tarc, P. (2021). Challenges and possibilities in English language learning of rural lower-class Chinese college students: The effect of capital, habitus, and fields. *Journal of Multilingual and Multicultural Development*, 1-16. Retrieved from https://www.tandfonline.com/doi/full/10.1080/01434632.2021.1931249

Ximena Bonilla, S., & Cruz-Arcila, F. (2014). Critical socio-cultural elements of the intercultural endeavour of English teaching in Colombian rural areas. *Profile Issues in Teachers Professional Development*, *16*(2), 117-133.

Yu, L., Song, Q., & Miao, J. (2019). A study on the problems and countermeasures of oral English teaching in rural junior middle schools under the background of man-machine dialogue examination in China. *Theory and Practice in Language Studies*, *9*(7), 810-815.

Yu, Y. (2019). Problems in and solutions to oral English teaching in a rural middle school: A case study in Zhao Cheng Middle School. *Journal of Language Teaching and Research*, *10*(2), 372-382.

Zhao, L., & Hu, X. (2008). The development of early childhood education in rural areas in China. *Early Years*, *28*(2), 197-209.

Zulkefly, F., & Razali, A. B. (2019). Malaysian rural secondary school students' attitudes towards learning English as a second language. *International Journal of Instruction*, *12*(1), 1141-1156.