

The Impact of Limited Educational Resources on English Teaching and Learning in Public Schools
El impacto de la escasez de recursos educativos en la enseñanza y el aprendizaje del inglés en las escuelas
públicas

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Resumen

This study aims to analyze the impact of limited educational resources on English language teaching and learning in public schools through a systematic literature review following the PRISMA approach. To this end, a total of 15 scientific articles were selected and analyzed from various databases, allowing the search to be narrowed down based on inclusion criteria that prioritized methodological quality and the recency of the publications. The review analyzes the studies across three basic dimensions: teaching practices, student learning, and strategies for overcoming resource scarcity. The results demonstrate that the limited availability of educational resources negatively impacts the quality of the language teaching and learning process, restricting the implementation of innovative methodologies and favoring traditional, teacher-centered approaches. Furthermore, students in contexts where limited resources are a persistent factor exhibit lower levels of proficiency. The development of communication skills is hampered, as is the necessary availability of interactive materials and educational technologies. This is all exacerbated by a lack of infrastructure, overcrowded classrooms, and limited teacher training. However, the authors propose several strategies to address these limitations: the integration of accessible technologies, the use of active learning methodologies, and enhanced teacher training. Nevertheless, their effectiveness depends on contextual conditions such as resource availability, institutional support, and educational policies. Finally, the research outlines how to implement comprehensive actions to improve the quality of English language teaching in basic education and reduce existing educational gaps.

Palabras clave: English language teaching, limited educational resources, public schools, EFL, systematic review, PRISMA.

Abstract

Este estudio tiene como objetivo analizar el impacto de la escasez de recursos educativos en la enseñanza y el aprendizaje del inglés en las escuelas públicas mediante una revisión sistemática de la literatura, siguiendo el enfoque PRISMA. Para ello, se seleccionaron y analizaron 15 artículos científicos de diversas bases de datos, lo que permitió acotar la búsqueda según criterios de inclusión que priorizaban la calidad metodológica y la actualidad de las publicaciones. La revisión analiza los estudios en tres dimensiones básicas: prácticas docentes, aprendizaje del alumnado y estrategias para superar la escasez de recursos. Los resultados demuestran que la disponibilidad limitada de recursos educativos impacta negativamente en la calidad del proceso de enseñanza y aprendizaje de idiomas, restringiendo la implementación de metodologías innovadoras y favoreciendo enfoques tradicionales centrados en el docente. Además, los estudiantes en contextos donde la escasez de recursos es un factor persistente presentan niveles más bajos de competencia lingüística. El desarrollo de las habilidades comunicativas se ve obstaculizado, al igual que la disponibilidad necesaria de materiales interactivos y tecnologías educativas. Todo esto se agrava por la falta de infraestructura, las aulas masificadas y la escasa formación docente. Sin embargo, los autores proponen diversas estrategias para abordar estas limitaciones: la integración de tecnologías accesibles, el uso de metodologías de aprendizaje activo y la mejora de la formación docente. No obstante, su eficacia depende de condiciones contextuales como la disponibilidad de recursos, el apoyo institucional y las políticas educativas. Finalmente, la investigación describe cómo implementar acciones integrales para mejorar la calidad de la enseñanza del inglés en la educación básica y reducir las brechas educativas existentes.

Keywords: Enseñanza del idioma inglés, recursos educativos limitados, escuelas públicas, inglés como lengua extranjera (EFL), revisión sistemática, PRISMA.

Introduction

The teaching of English as a foreign language in the public education system faces complex challenges that respond to multiple structural, pedagogical, and contextual factors. Among these, the limited availability of educational resources constitutes one of the most significant obstacles to ensuring quality teaching and learning processes. This issue becomes even more relevant in contexts where educational institutions experience deficiencies in infrastructure, access to information and communication technologies, and insufficient provision of updated teaching materials. In this scenario, English language learning is conditioned by factors that restrict both teaching practices and students' learning experiences, generating gaps in the development of essential language competencies required for integration into a globalized world (Oeamoum & Sriwichai, 2020).

Globalization has intensified the need to master English as a key tool for accessing information, higher education, and the labor market. However, this demand contrasts with the actual conditions of many public education systems, where language instruction takes place in environments with significant limitations. These conditions not only affect access to material resources but also influence aspects such as exposure time to the language, the quality of classroom interaction, and the implementation of communicative methodologies. As a result, students in public institutions often demonstrate lower levels of language proficiency compared to those in better-resourced educational contexts, perpetuating social and educational inequalities (Lestari, 2021).

From a pedagogical perspective, the scarcity of resources forces teachers to adapt their instructional strategies to conditions that do not always support meaningful learning. The lack of interactive materials, limited access to digital platforms, and the absence of adequate spaces for collaborative learning hinder the implementation of student-centered methodologies. Consequently, traditional practices that prioritize memorization over

effective communication tend to persist, reducing opportunities for students to develop comprehensive language skills. This situation highlights the need to systematically analyze how resource limitations influence pedagogical decisions and educational outcomes (Sultana & Imran, 2024)

Furthermore, it is important to consider that the issue of resources is not limited solely to the material dimension but also includes aspects related to teacher training and professional development. In many educational contexts, English teachers lack sufficient opportunities for continuous training, which limits their ability to update their methodological and pedagogical knowledge. This situation is exacerbated when teachers must face complex working conditions, such as heavy workloads, large class sizes, and limited institutional support. In this sense, the quality of English language teaching depends not only on the availability of physical resources but also on the human and professional capital of teachers, as well as the institutional environment in which they carry out their work (Faramarzi Babadi et al., 2024).

On the other hand, recent literature has begun to explore alternatives to mitigate the impact of limited resources on English language teaching. Among these alternatives are the use of open educational resources, the implementation of autonomous learning strategies, and the integration of accessible technologies such as mobile devices. These tools can expand opportunities for language exposure and promote learning beyond the classroom, which is particularly relevant in contexts where formal instruction time is limited. However, the effectiveness of these strategies largely depends on factors such as connectivity, digital literacy, and institutional support, highlighting the need for a comprehensive analysis that considers both opportunities and constraints within each educational context (Khulel, 2021).

In this context, the systematic literature review emerges as an appropriate methodology to analyze in a rigorous and structured manner the impact of limited

educational resources on the teaching and learning of English. Unlike other types of reviews, a systematic review allows for the identification, evaluation, and synthesis of available evidence following explicit and reproducible criteria, which contributes to ensuring the validity and reliability of the results. In particular, the use of the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) approach facilitates the organization of the review process by clearly defining stages such as identification, screening, eligibility, and inclusion of studies, as well as ensuring transparent reporting of the findings (Hamid, 2020).

The present study aims to analyze the impact of limited educational resources on the teaching and learning of English in public schools through a systematic literature review based on the PRISMA protocol. The general objective is to identify the main challenges associated with resource scarcity, examine its influence on teaching practices and student performance, and analyze the strategies proposed in previous research to address these limitations. This approach allows not only for understanding the magnitude of the problem but also for generating meaningful contributions that support the design of more effective and inclusive educational policies and pedagogical practices.

From a methodological perspective, this research is based on the collection and analysis of scientific studies published in recognized academic databases such as Scopus, Web of Science, and Google Scholar. Inclusion criteria were established based on thematic relevance, methodological quality, and the timeliness of the publications, while exclusion criteria were applied to discard studies that did not align with the research objectives. Subsequently, a qualitative analysis process was conducted to identify thematic categories, recurring patterns, and gaps in the existing literature. This process ensures a comprehensive understanding of the phenomenon under study and provides a solid foundation for the discussion of the results (Huertas-Abril et al., 2021).

The state-of-the-art shows that, although there is considerable interest in the study of English language teaching across diverse educational contexts, there are still gaps in understanding the specific impact of limited resources in public schools. Many studies have addressed teaching methodologies or learning outcomes in isolation, without systematically integrating the structural conditions that influence these processes. In this regard, the application of the PRISMA approach in the present systematic review enables a rigorous and structured synthesis of scientific evidence, facilitating the identification of patterns, trends, and gaps in the literature. This approach strengthens the validity of the analysis by ensuring transparency in the processes of study selection, evaluation, and inclusion, which is essential for a comprehensive understanding of the relationship between educational resources and English language teaching (Malykhin, et al., 2024).

In line with the above, this article is structured according to the stages of a PRISMA-based systematic review, allowing for a clear and organized presentation of the research process. First, the identification of studies through academic databases is described, followed by the screening, eligibility, and inclusion phases, based on previously established criteria. Subsequently, the results derived from the analysis of the selected studies are presented, highlighting the main findings and their discussion in relation to the research problem.

Materials and Methods

This study is conducted under a systematic literature review approach, with the aim of analyzing the impact of limited educational resources on the teaching and learning of English in public educational institutions. This type of research allows for the rigorous collection, evaluation, and synthesis of existing scientific evidence on a specific topic, following a structured process that ensures transparency, reproducibility, and validity of the results. To achieve this, the PRISMA (Preferred Reporting Items for Systematic Reviews

and Meta-Analyses) protocol was adopted, as it provides clear guidelines for the identification, selection, evaluation, and analysis of relevant studies within a systematic review (Rahman et al., 2019).

Research Design

The research design is qualitative, descriptive, and documentary in nature, focused on integrating findings from multiple scientific studies. The systematic review is characterized by its analytical approach, as it not only describes the collected information but also identifies patterns, trends, and gaps in the existing literature. This approach is particularly suitable for studying the impact of limited resources on English language teaching due to the complexity of the phenomenon and the diversity of contexts in which it occurs.

Furthermore, the descriptive nature of the study facilitates the organization of information into thematic categories, allowing for a deeper understanding of how resource limitations influence different dimensions of the educational process, such as teaching practices, student performance, and institutional conditions. In this way, the systematic review not only contributes to understanding the problem but also provides a solid foundation for developing recommendations aimed at improving English language teaching in resource-constrained educational contexts (Bui, 2022).

Search Strategy

The literature search was carried out using internationally recognized academic databases, including Scopus, Web of Science, and Google Scholar, selected for their broad coverage and the quality of the publications they index. The search process was designed to retrieve relevant, up-to-date, and topic-aligned studies.

To achieve this, keywords related to the main variables of the study were used and combined through Boolean operators (AND, OR), allowing both expansion and refinement of the results.

In addition, specific filters were applied to delimit the results, including publication year (2010–2024), language (English and Spanish), and document type (peer-reviewed journal articles and academic studies). These criteria ensured the relevance, timeliness, and quality of the selected sources.

Inclusion and Exclusion Criteria

In order to ensure the rigor of the study selection process, clearly defined inclusion and exclusion criteria were established.

Inclusion criteria:

- Studies focused on English language teaching and learning (EFL/ESL).
- Research conducted in public school contexts.
- Studies addressing the issue of limited or insufficient educational resources.
- Peer-reviewed journal articles, as well as empirical and theoretical studies.
- Publications in English or Spanish between 2010 and 2024.

Exclusion criteria:

- Studies not related to English language teaching.
 - Research conducted exclusively in private institutions or higher education contexts.
 - Articles without full-text access or with significant methodological limitations.
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- Duplicate records identified across databases.
- Opinion-based publications lacking academic support.

These criteria allowed for the refinement of the collected information and ensured that only studies providing relevant and reliable evidence were included in the analysis.

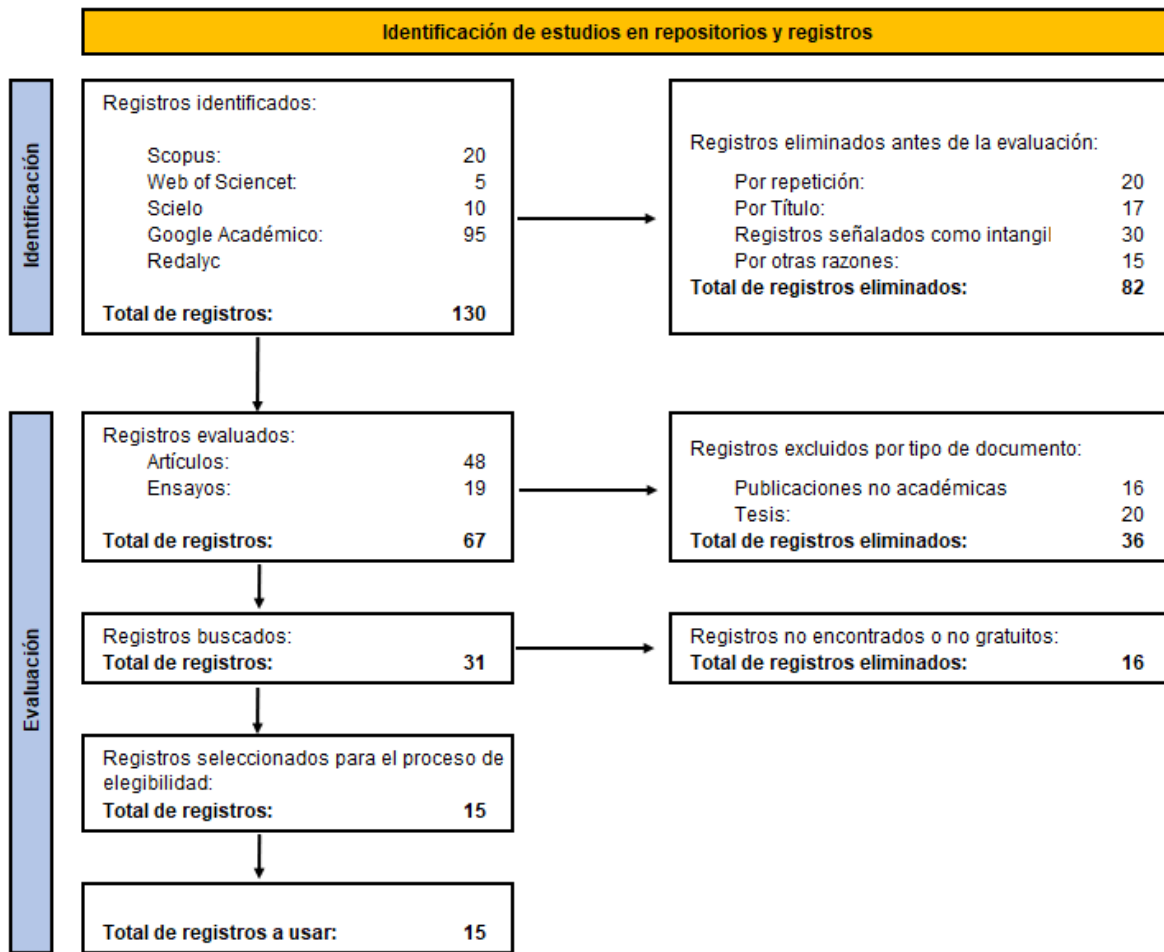
Study Selection Process

The study selection process followed the four stages established by the PRISMA protocol: identification, screening, eligibility, and inclusion. During the identification phase, all records obtained from the selected databases were collected and organized into a database for further analysis.

In the screening phase, an initial review of titles and abstracts was conducted in order to exclude studies that were not related to the research topic. Subsequently, in the eligibility phase, full-text articles were carefully examined to determine whether they met the established inclusion and exclusion criteria.

Finally, in the inclusion phase, studies that met all methodological and thematic requirements were selected and incorporated into the systematic review. This process was documented using a PRISMA flow diagram, which visually represents the number of studies identified, excluded, and included at each stage, ensuring transparency and reproducibility of the research process (Bui, 2022).

Figure 1. Flowchart of the PRISMA methodology.



Data Extraction

Data extraction was carried out systematically using an analytical matrix specifically designed for this study. This matrix included relevant information from each selected study, such as author(s), year of publication, country of origin, type of study, sample characteristics, objectives, methodology, main findings, and conclusions.

This procedure allowed for the structured organization of information, facilitating subsequent analysis and the identification of common patterns among studies. Additionally,

the use of a data extraction matrix helps minimize errors in data collection and improves consistency in the analysis process.

Data Analysis

A qualitative approach based on content analysis was employed to analyze the collected information. This process involved coding the extracted data, identifying thematic categories, and grouping findings according to their relevance to the research objective.

The main analytical categories focused on: (1) the impact of limited resources on teaching practices, (2) their influence on student learning and performance, and (3) strategies proposed to mitigate these limitations. Through this process, recurring patterns, similarities, and differences among the studies were identified, as well as gaps in the literature that require further research.

Results Analysis

To present a systematic and organized overview of the studies included in this review, Table 1 compiles and summarizes their main characteristics, such as research objectives, methodology, key findings, and contributions. It also identifies commonalities and differences in the effects of limited educational resources on English language teaching and learning in public education settings. Furthermore, it highlights the variety of methods and the number of contexts analyzed, providing a foundation for the analysis of results across the previously defined dimensions.

Table 1. *Synthesis of studies on the impact of limited educational resources on the teaching and learning of English*

No.	Author(s) and Year	Study Objective	Methodology	Main Findings (management and learning)	Contribution to the Study
1	(Singh, 2024)	Explore challenges and coping strategies in under-resourced English teaching contexts	Qualitative, narrative inquiry, interviews	Overcrowded classrooms, lack of materials, weak skills; teachers use alternative methods and motivation	Provides empirical evidence from rural contexts showing how limited resources directly shape teaching practices and force teachers to adopt adaptive and creative strategies, reinforcing the link between resource scarcity and instructional quality
2	(Maffea, 2020)	Analyze the impact of lack of classroom resources	Theoretical/ research paper	Poor academic performance, low graduation rates, teacher burnout	Establishes a strong theoretical foundation connecting lack of resources with systemic educational inequalities and negative academic outcomes, supporting the broader argument of resource impact on learning quality
3	(Shan & Aziz, 2022)	Identify challenges in rural English teaching and solutions	Systematic review	Lack of teachers, infrastructure, materials, low motivation	Offers a comprehensive synthesis of multiple studies, identifying recurring barriers and proposing practical solutions, which strengthens the generalizability of resource-related challenges in EFL contexts
4	(Orosz et al., 2021)	Examine Ecuadorian teachers' perceptions	Qualitative, interviews	Lack of training, low student motivation, demanding curriculum	Contributes localized evidence from Ecuador, highlighting how limited professional development and resources hinder effective implementation of the English curriculum

No.	Author(s) and Year	Study Objective	Methodology	Main Findings (management and learning)	Contribution to the Study
5	(Nafta et al., 2024)	Investigate challenges in developing teaching materials	Qualitative, interviews	Low motivation, lack of knowledge, tech difficulties	Emphasizes the importance of aligning teaching materials with student needs and shows how insufficient resources and teacher training limit material development and classroom effectiveness
6	(Prieto, 2025)	Strengthen communicative skills through technology	Qualitative-experimental	Technology increases motivation and participation	Demonstrates that integrating technological resources can mitigate limitations of traditional classrooms, improving student engagement and communicative competence
7	(López & Ovando, 2025)	Analyze impact of educational technologies	Quantitative, survey	High value of tech but infrastructure and training issues	Highlights the dual role of technology as both an opportunity and a challenge, emphasizing that its effectiveness depends on proper infrastructure and teacher preparation
8	(Intriago, 2023)	Analyze English teaching in Ecuadorian public schools	Reflective analysis	Reduced hours, lack of guidelines, insufficient training	Provides insight into policy-level limitations, showing how institutional decisions and lack of support reduce the effectiveness of English teaching
9	(Cango & Bravo, 2020)	Determine ICT use in public schools	Descriptive, observation/interviews	Minimal use of ICT due to lack of infrastructure	Demonstrates the digital gap in public education and its direct impact on limiting innovative and interactive teaching methods
10	(Bayas & Villacis, 2025)	Analyze inequality in English programs	Qualitative, documentary	Public vs private gap in resources and quality	Highlights structural inequality, showing how unequal distribution of resources leads to disparities in learning outcomes and opportunities
11	(Avendaño et al., 2024)	Assess English proficiency in	Case study	Low motivation, memorization-based learning	Shows how lack of engaging resources leads to passive

No.	Author(s) and Year	Study Objective	Methodology	Main Findings (management and learning)	Contribution to the Study
		public school students			learning approaches, negatively affecting language acquisition
12	(Alvarado, 2025)	Analyze English level and professional development	Qualitative	Low proficiency limits opportunities; lack of resources	Connects educational resource limitations with long-term social and professional consequences, reinforcing the importance of improving English education
13	(Akram et al., 2020)	Explore factors affecting English literacy	Qualitative	Limited resources, overcrowding, poor training	Reinforces that multiple interconnected factor—especially resource scarcity—negatively affect both teaching conditions and student outcomes
14	(Orozco & Gómez, 2022)	Identify socioeconomic factors	Quantitative, questionnaires	Poverty, lack of resources, limited access	Establishes the relationship between socioeconomic conditions and access to educational resources, highlighting inequality as a key barrier
15	(Almache et al., 2024)	Analyze virtual English teaching in rural areas	Descriptive, surveys	Need for connectivity and interactive methods	Shows that virtual education can reduce geographic barriers but depends heavily on technological access and infrastructure

The analysis of the fifteen studies reveals consistent evidence of how a lack of educational resources has a marked effect on both English language teaching practices and student achievement in public school settings. In the various geographical contexts analyzed, such as Latin America, Asia, and Africa, certain structural difficulties are found, such as a lack of teaching materials, limited infrastructure, overcrowded classrooms, and insufficient teacher training. These factors, therefore, end up having a negative impact on teaching and become an obstacle to the development of communicative competence in English. A recurring finding in the studies is the strong relationship between a lack of

resources and low student performance, especially regarding language skills, both in writing and speaking. Similarly, the studies highlight how institutional and socioeconomic factors exacerbate these obstacles, reinforcing educational inequalities. Even so, emphasis is placed on teachers' ability to adapt to these shortcomings by implementing alternative approaches to the use of scarce educational resources.

Thus, the existence of a resource scarcity problem is highlighted, a problem that is multidimensional in nature and affects not only classroom teaching practices but also education systems in general. Some of the studies analyzed offer solutions that are pedagogical or technological in nature, but the effectiveness of these proposals depends largely on contextual factors such as the type of infrastructure, political support, and teacher training.

1. Impact of Limited Resources on Teaching Practices

The first analytical dimension reveals that resource scarcity significantly influences teaching practice; therefore, there is a tendency to employ different practices within traditional, teacher-centered methodologies. In this regard, Singh (2024) and López and Ovando (2025) note that teachers in resource-poor environments often resort to improvisation and other strategies due to a lack of materials and limited use of technology. Similarly, Orosz et al. (2021) and Nafta et al. (2024) point out that insufficient training and access to up-to-date resources limit the implementation of communicative approaches or student-centered practices. For their part, Intriago (2023) and Cango and Bravo (2020) emphasized that administrative shortcomings, such as reduced teaching hours or a lack of technological infrastructure, further restrict teaching practices. These findings align with those of Akram et al. (2020), who assert that overcrowded classrooms and inadequate teacher preparation have negative effects on the classroom and teaching. In contrast, Prieto

(2025) argues that, in situations where technological tools are available, teachers can use more interactive and participatory methodologies, thus contributing to improved classroom dynamics. This means that access to resources can be crucial for improving and innovating teaching practices.

2. Influence on Student Learning and Performance

The second dimension focuses on how resource scarcity influences student learning outcomes. Studies affirm that resource scarcity leads to lower levels of English language proficiency, especially in communicative skills. Maffea (2020) and Avendaño et al. (2024) point out that students in resource-scarce contexts tend to learn through memorization, leading to less competence in using the language. Similarly, Alvarado (2025) and Bayas and Villacis (2025) add that limited access to quality education reduces students' academic and employment opportunities, further exacerbating social inequalities. Orozco and Gómez (2022) mention a direct relationship between socioeconomic conditions and access to educational resources.

Motivation becomes a determining factor in the type of learning outcomes. Several studies, such as Nafta et al. (2024), demonstrate how student motivation decreases in environments lacking interactive materials and technological support, confirming Prieto's (2025) assertion that incorporating educational technology helps develop student participation and engagement. In any case, the results show that resource scarcity impacts academic performance, as well as students' attitudes toward the learning process, which in turn affects the acquisition of English language skills.

3. Strategies to Mitigate Resource Limitations

The third analytical dimension focuses on strategies to address the challenges posed by resource scarcity. Several studies suggest that integrating technology can be the solution. In particular, Prieto (2025) and Almache et al. (2024) state that digital tools and virtual learning spaces allow for broader access to educational resources and increased student participation, especially in rural contexts. However, López and Ovando (2025) and Cango and Bravo (2020) remind us that the success of technological solutions depends on infrastructure and teacher training. Indeed, without these aspects, the integration of ICTs remains limited and ineffective.

Other strategies available to teachers include creativity and flexibility. Singh (2024) state that teachers develop their own materials and adapt alternative teaching methods to compensate for this scarcity of resources. Structural solutions proposed by Shan and Abdul (2022) are also mentioned (referring to: infrastructure improvement, teacher training, and availability of appropriate teaching materials). These are examples that there can be many strategies, but their success depends on a combination of them, including institutional support and access to resources.

Other strategies that have been identified include adaptability and creativity, also teachers develop their own materials and use different teaching methodologies due to the shortcomings that are often observed. For their part, Shan and Abdul (2022) identify structural strategies, such as infrastructure improvements, teacher training, and the provision of teaching materials, to address deficits related to a lack of resources. Consequently, the existence of diverse strategies seeks, in some way, to compensate for limitations such as a lack of institutional support, limited access to resources, or deficiencies in teacher skills.

The comparative analysis of the studies found reveals both points of agreement and disagreement. It is worth noting a fairly consistent relationship between resource scarcity, low academic performance, and teaching difficulties, leading most authors to reach the same conclusion: resource scarcity contributes to hindering teaching and learning. Thus, Singh (2024) and Maffea (2020) highlight the seriousness of this relationship, namely, resource scarcity, low academic performance, and teaching difficulties.

Similarly, Orosz et al. (2021), also emphasize the role of institutional and structural factors in educational outcomes. In other words, these studies concur with the theory that systemic inequalities act as one of the main barriers to teaching.

However, we find certain nuances regarding the suggested solutions. While Prieto (2025) advocate the use of technology as a solution to the deficiencies, it must be taken into account that many localities face limitations in accessing it, with economic factors being one of the main obstacles. On the other hand, López and Ovando (2024) offer a more critical argument, where technology is not sufficient on its own without the necessary infrastructure and training.

Furthermore, Shan and Abdul (2022) offer a broader perspective on the studies already analyzed, developing a synthesis method that integrates multiple studies into a single one and proposing comprehensive tools or solutions, whereas other authors seem to reduce the focus to a specific context or variable. This reinforces the need to seek integrative explanations that combine pedagogical interventions with technological ones and public policies.

Despite the contributions made by the analyzed studies, some aspects that have not been addressed by the literature are evident. First, there are no longitudinal studies evaluating the long-term impact of resource scarcity on English language teaching. Second,

because some of the studies analyzed focus on research in Latin America, there is little research that delves into specific international contexts. Furthermore, many of the studies analyzed examine isolated variables, such as teacher training, technology, or similar factors, without considering the interaction of multiple variables. This situation highlights the need for more holistic research approaches that encompass the pedagogical, socioeconomic, and institutional dimensions.

Conclusions

The findings of this systematic review suggest that the limited nature of educational resources significantly impacts the quality of English language teaching and learning in public schools. The studies analyzed identified recurring problems such as a scarcity of resources, materials, infrastructure, classroom space, and teacher training, all of which limit the implementation of more innovative methodologies and the development of greater opportunities for active student participation. Consequently, traditional, teacher-centered methodologies are primarily used, which ultimately limit the development of communicative competence and compromise its quality within the educational process.

Furthermore, the review shows that resource limitations not only directly influence student learning but also their motivation and their level of English as a foreign language. Students in resource-poor contexts tend to have lower academic performance, particularly in productive skills such as written and oral expression, where this influence is most pronounced. The scarcity of interactive materials and software contributes to passive learning processes based on memorization. At the same time, resource limitations are reinforced by social and economic factors that impact the development of equitable educational conditions, thus limiting students' individual opportunities for academic and professional development.

At the end of the review, strategies that can help mitigate the negative effects of scarce resources are also identified, such as the incorporation of educational technology, active methodologies, and ongoing professional development for teachers. However, the effectiveness of these strategies is proportional to the availability of infrastructure, institutional support, and teachers' skills. Therefore, it is concluded that a comprehensive approach is needed that integrates educational policies, investment in resources, and teacher training in order to enable the development of English language teaching in educational contexts where there is no scarcity of resources.

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