Teaching English In Low Resource-Environments: Problems And Prospects

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Abstract:

English is often taught in low-resource classrooms. Although researchers have found strong relationship between rich resource settings and academic achievements, less is known about how teachers can cope in a resource limited teaching environment. This paper is aimed to reveal the common problems associated with teaching English in low resource environments (TELRE) and the prospects for teachers who found themselves in such undefined teaching settings. It also aims to establish if TELRE is prevalent across cultures. A self-structured and validated questionnaire in a closed ended format, open question format and scaling format was administered to thirty two (32) teachers across five countries: Nigeria, Cameroun Iraq, Turkey, and Sudan which sought their perceptions about accessibility and functionality of teaching material resources, the nature of teaching outcomes in resource-less environments, their levels of involvements in improvisation and the prospects associated with resource limitation. The study adopts situational language teaching theory (SLTT), which emphasizes a performance improvement imperative and need to make learning fun and enjoyable like playing a favorite sport just as in real life. Data were analysed using percentages and presented in frequency tables. Results showed prevailing inadequate productive resource materials in English classrooms across countries. The effect of low resource materials on teaching outcomes and L2 achievement is direct however; results show that limited resources promote flexibility, autonomy and a higher level of participation and engagement among students. Such environments also engender creativity and innovation amongst teachers. Results suggest project based instruction as a means to overcome low resource teaching environments.

KEYWORDS: teaching materials, low-resource environments, English language teaching project-based instruction.

INRODUCTION

Teaching like any other skill is a resource-driven activity. When classroom settings are substantially equipped with various material resources for effective teaching, it leaves both the teacher and learner with experiences of quality, efficient, accessible and participatory

activities. A meaningful appeal to students' senses through provision of material resources is discovered to add a new dimension in promoting teaching and learning processes. Bukole (2018) records that such materials allow students to interact with words, symbols and ideas in ways that develop their abilities in all levels of language study and in other academic subjects. It then implies that access to material resources promotes autonomy. The importance of learner autonomy cannot be ignored; it promotes critical thinking and problem solving skills among learners, making them incredibly capable adults. The attainment of any set academic goal is easily achievable when all material resources are effectively combined by the teacher in classroom settings (Makori and Onderi, 2014) and lack of them however, can impede teachers and learners' achievements. The list of teaching resources that can enhance instruction and facilitate delivery of an engaging lesson include: wifi, a projector, textbooks, whiteboards, a copier, computers and other technology, educational posters, arts supplies, etc. Some teachers find themselves in environments where these resources are entirely unavailable, while in other circumstances, they're in limited supply or don't even function properly. Turner (2021) identifies another situation where teachers have access to resources and materials they need but find those materials inappropriate for the age or level of the students there're teaching. Low resource environments further include instances where materials are provided in teaching environments but are inefficiently used and improperly utilized. Teacher's incompetence and lack of necessary material resources among other factors impede effective teaching and learning processing.

Any of the conditions above is referred to as low resource setting. For the purpose of this study, low resource environment defines a setting where instructional and other resource materials are in limited supply, improperly functioning and do not meet the minimum standards for effective lesson delivery and learner autonomy. Teaching resources are not only limited to technology and equipment (Turner, 2021), in some environments, it may include a lack of adequate classroom space, teaching assistants, aide, and other support. Availability and functionality of material resources is also subject to the teaching location; schools that are located in big cities are better equipped than those in remote areas and villages. Other factors that result in resource limitation are lack of funding, policies, and other unexpected circumstances.

Teaching material resources evoke a positive behaviour amongst learners, promote academic standard and provide equal opportunities for students to practice and acquire skills making teaching experiences flexible ((Ibe-Bassey 1992; Eniayewu, 2005). In similar studies, Onuekwusi (2005) and Akpan and Onoh (2017) independently see audio visual teaching materials as tools that heighten motivation for learning, encourage active participation, widen leaners' experiences and cognition and foster continuity of thoughts (They are known as tools that convey meaning without complete dependence on verbal symbols or language. Swank (2011) statistical analysis of how learning is processed vividly clarifies the effectiveness of visual materials in the classroom. He estimated that about 40% of our concepts are based on visual experience, 25% on auditory, 17% on tactile, 15% on miscellaneous organic sensation and 3% on taste smell. The breakdown of content

assimilation above has proved that learning is based on sense experience(s) and the greater part of lesson content is processed through the eyes.

Researchers have identified various problems that impede teaching and learning of English, especially in Nigeria and found lack of resources for language teaching as a major factor (Ugwuanyi and Omeje (2013; Njoku, 2017).) Teaching is an onerous and exacting task, without appropriate access and utilization of material resources in teaching environments, the set academic goals may not be appropriately attained. Teaching materials according to Okwelle and Allagoa (2014) are not only facilitative educational inputs for effective L2 achievements but are vital to the teaching of any subject in the school. They supplement teaching, facilitate students' learning of the subject matter ((Adeniyi, 2001; Uzuegbu, Mbadiwe and Anulobi (2013), promote transference of information from one individual to another, extend learner's horizon of experience and help both teachers and learners to overcome physical limitations during presentation of subject matter (Okwele and Allagoa 2014).

Since the use of material resources in English language teaching is indispensable for successful mastery of the target language and other skills, those who teach in low resource environments must be adaptable, engaging, creative, empathetic and patient with learners. Through improvisation, and adoption of strategies that would stimulate effective lesson delivery, L2 achievements can be guaranteed.

ENGLISH LANGUAGE TEACHING

English is a global language that is taught in many countries of the world as a second or foreign language. Teachers of the English language over the years adopted various methodologies in delivering effective and efficient English lessons. The commonest examples include the '*grammar translation method*' (GTM) in teaching L2, an approach where the teacher is an absolute authority and students are engaged in writing whatever the teacher says. GTM is the oldest form of teaching a foreign language. The focus is on the teaching of the grammar of the target language, guiding students to read and appreciate foreign language literature and become familiar with the grammar of their native language. In GMT, classes are taught in the mother tongue, with little active use of the target language. Teachers drill students by giving them disconnected sentences to translate from the target language to their mother tongue. The resource material required for GMT is the target language textbook. The weakness of this method is that there's little teacher/student interaction and it requires students' extensive memorization. Teaching in environments where textbooks are in limited supply affects this method. The grammar translation method was followed by *the direct method* which was developed as a response to GTM. The direct method sought to take learners away from being absolute passive recipients to immersing them in the target language the same way as when a first language is learnt. All teaching is done in the target language, with grammar inductively taught. The focus of this method is on speaking and listening and only those useful everyday language is taught. We must understand that the teacher uses realia (items brought from the home), visual aids or demonstrations to explain new vocabulary and illustrate meaning in direct method. Students by this method learn by directly associating meaning in the target language, that

is, they build a connection between thought and expression. The weakness of direct method is that proponents of this method assume that a second language can be learnt exactly the same way as the first language when in essence, their operations and processing are different. Again, teaching in environments where there are no visual aids or realia constitutes teaching and learning difficulty for the teacher in this method. In ELT classrooms today, some aspects of the direct method are still found especially the use of the target language for all class instructions, the use of realia to illustrate meaning, and the emphasis on speaking and listening.

Other methods include: *the audio-lingual method* (ALM) (the first modern method) which requires students to listen and speak by pattern practice in the target language. This approach to learning resembles the direct method in a way in that teaching is carried out entirely in the target language. ALM was popularly used in the 1950s and 1960s and is still in use today, though now as part of individual lessons rather than as the foundation of the course. The emphasis of this approach is not on the understanding of words but on the acquisition of structures and patterns in common everyday discourse. The teacher drills students on structural patterns and ensures that set phrases are memorized with focus on intonation. Correct responses are positively reinforced while errors receive negative feedback. The material resources needed for the audio lingual method are visual aids; therefore, teaching through this method is impeded when visual aids are unvailable.

The cognitive code approach (CCA) of the 1970s succeeded the audio –lingual method. This approach was advocated by the cognitive Psychologists and applied Linguists such as J.B. Carrol and K Chastain (Richards and Rodgers, 1986). It recognizes the role of cognition in the conscious and explicit learning of the rules of a language as a code (Hinkel, 2012). It centres on learning grammatical structures but emphasizes the importance of meaningful practice through mental processing. In the classroom, the PPP methodology, (Presentation, Practice and Production) is practiced. The teacher presents the target language rules to learners who consciously learn them and meaningfully practice them in different contexts. Practice is considered meaningful when the learner understands the rules involved in practice. The main goal of the teachers in cognitive code approach is to provide learners opportunities for meaningful practice in the target language. They ensure learners understand the grammatical rules and apply them in meaningful contexts of practical language use. They help learners to relate new materials themselves with life experiences and previous knowledge. Learning under cognitive code approach occurs through cognitive memory structures, in which the learner perceives, processes, stores for short-or long term recall and retrieves information stored in the brain (Demirezen, 2014). Teacher's role in cognitive code approach requires the use of graphic pictures or other tools that would facilitate learner's independent work, so in absence of required material resources, this approach's tendency to produce intended result is not guaranteed. One of the weaknesses of CCA, according to Caroll (1966, p. 102) is that ''the theory attaches more importance to the learner's understanding of the structure of the target language than to the facility in using that structure. It takes both teachers and learners time to impact and master grammar rules respectively, so the approach is extremely time intensive.

Another popular method in ELT is communicative language teaching. In *Communicative language teaching* (CLT), students learn by interacting with others through role-plays, pair works, games, etc, being managers of their own learning progress. CLT

emphasizes learner autonomy, with learners taking more rights and responsibilities for their own learning by utilizing their strengths and working on their weaknesses (van Lier, 1996). The objective of this interactive method of pedagogic delivery is to equip learners with the practical skills on the use of language in real life situations. The teacher's roles in connection with CLT are a facilitator, resource organizer, a guide in classroom activities, a counselor and researcher and not an all-knowing bestower of knowledge (Breen and Candlin, 1980). This approach facilitates access to greater fluency in the target language, and promotes confidence and deliberately emphasizes self-direction for leaners (Oxford, 1990). Although scholars applaud CLT as the most appropriate and productive way of teaching English to L2 learners (Hymes, 1972; Canale and Swain, 1980) CLT has its inherent limitations. For this approach to be suitable in different contexts of operations, teachers should be provided with sufficient teaching resources such as textbooks, authentic materials, professional trainings and teaching equipment (Chang, 2011). To practice CLT therefore, teachers must be trained in applied practices to cope with the complexities of classroom life and learners' access to learning resources which promote their communicative competence should be encouraged and developed.

Content-based, task-based and participatory approaches (CTPA) as the names imply, are other ways learning is structured. Students are engaged in activities and tasks that are relevant to their lives and problem-solving programmes in the target language. In this approach, learning of language is integrated with the learning of some other content, often academic subject. The effectiveness of this method depends on the teacher's ability to organize tasks from the simple to complex and from the known to unknown (Wesche and Skehan, 2000). Umo (2014) sees task-based and participatory method as an effective tool in facilitating students' achievements in various aspects of Igbo language which is one of the major national languages in Nigeria. Task based method is another method of engaging students in English classroom to manage their activities in everyday life endeavor.

CTPA is similar to project based learning (PBL), a multidisciplinary pedagogic, student-centred approach that engages students to develop deep content knowledge, critical thinking, collaboration, creativity and communication skills through real life projects and tasks. The teacher by this approach assigns students what to do or create after the completion of a lesson, unit or module. A project is assigned, with clear instructions and the students execute those projects. In PBL, learning happens during the entire lesson or module, and learners acquire content and competencies all through the whole process. Some of the projects could be construction of flip charts, cardboards, flashcards, personal drawings and other material resources. This approach also engages students to look for solution to real life problems, after exploring a topic actively, they collate information, gain new insights and each student or group is expected to come up with different solutions to answer the same question. Through PBL, students can understand content more deeply and retain knowledge for a longer time than in other approaches to learning. PBL according to (Fragoulis, 2009) increases students' learning motivation, students' achievements, collaboration and interpersonal skills, however, the difficulty that teachers experience in incorporating PBL approach in classrooms is exacerbated by the time required to implement this approach. Again, difficulty in classroom management is another major factor constraining adoption of PBL in ELT.

Another engaging approach in ELT is *Cooperative language learning and multiple intelligences (*CLLMI). The teacher serves as a facilitator in this method and learners are made to take responsibility of their learning progress (Chidi-Onwuta and Oko, 2018). Learners are broken up into small manageable groups according to their levels of intellectual capacity and cooperation with academic responsibility assigned by the teacher. Students help, encourage and support each other's efforts in order to achieve the same goal. Each student is an essential part of the team and actively responds to group assignments. CLLMI promotes positive interdependence, individual accountability, and equal participation and further increases level of engagements among students in the classroom.

The principled eclectic approach is another current method which stresses a variety of methodologies and approaches, choosing techniques from each method that the teacher deems effective and applying them according to the learning context and objectives (Alharbi, 2017). The teacher must first, in this method, understand the needs of his learners to be able to choose the right teaching approach.

Aside the methodologies in ELT listed above, technological innovations that come with solid teaching practices have made English language teaching not only fun but an engaging activity. Chong (2018) shares some innovations that have transformed English language teaching to include: blended learning (combining digital media with traditional forms of teaching), gamification (the use of cup games, friendly matches, leagues, training sessions and other games to make vocabulary learning a fun), embodied learning (using visual, audio and hands-on activities to engage learners in cognitive skills trainings), inquiry-based learning (using video and audio content, soft and communications skills and real life stories and TED talks to motivate learners and help them to develop communication skills needed in a global world), mobile learning (using online resources on mobile apps to turn vocabulary learning into a fun), and multi-literacies and trans-languaging (encouraging learners to use their own languages in classrooms).Aaccording to Chong, there are different sites that offer rich materials and trainings for teachers who want to make their English language teaching fun. Apart from the
 strategies above, Tnomat, Billik and Banu (2022) record the importance of short English movie

in vocabulary mastery among learners. English movie, according to them improves students' vocabulary mastery and keeps them active in teaching and learning classroom. The field of ELT is an open class that receives new strategies, methodologies and resources that transform teachers and learners' experiences. .

SITUATIONAL LANGUAGE TEACHING THEORY

This approach was developed by British Applied Linguists, particularly Harold Palmer, A.S Hornby and Michael West in the 1930s to the 1960s (Richard and Rogers, 1986; Hussain and Sajid, 2015). Hussain and Sajid record that it was an application of structuralism by combining and controlling lexical and grammatical content in the form of structure and applying the same, orally and situationally in the language learning classes. This instruction paradigm emphasizes that language structures must be presented in situations in which they could be used, that is, teachers who want to teach vocabularies and sentence patterns

(grammar) must do so in frequent situations through textbooks, learning materials, visual aids, body language, etc. Learners, through this approach must understand situations of any learning activity and apply the language and implied meaning to practice other related learning activities. The main characteristics of this approach are as follow: language teaching begins with the spoken language, material is taught orally before it is presented in written form. The target language is the language of the classroom. New language points are introduced and practiced situationally. Vocabulary selection procedures are followed to ensure that an essential general service vocabulary is covered. Items of grammar are graded following the principle that simple forms should be taught before complex ones. Readings and writing are introduced once sufficient grammar and lexical basis are established (Hussain and Sajid, 2015). The present study found the model relevant because it attempts to establish how vocabulary, sentence patterns, and even literature can be taught in situations where relevant material resources are insufficiently provided, even when the teacher's experiences and skills are delivered orally.

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THE IMPORTANCE OF TEACHING AND LEARNING MATERIAL RESOURCES

Scholars have reported the role of sufficient and functional material resources in learners' academic activities and performance. Makori and Onderi (2014) examined the teaching and learning resources -related challenges facing small and medium-sized public secondary schools in Kenya. They investigated 81 public schools in Kenya using quantitative survey design. The study assessed the availability, quality and functionality of teaching and learning resources and found out that many schools lacked libraries, laboratories, sport facilities. Some schools that had such facilities as mentioned above were rated unfavorably. Syllabus coverage was also rated unfavorably. Their results showed that some schools in Kenya lacked basic physical and material resources that could facilitate effective teaching and learning. Poor and low teaching materials in Kenyan schools as their findings further revealed, are the major causes of poor syllabus coverage, low level of assessments, low teaching and learning processes and poor academic performances.

In Nigeria, Akpan and Onoh (2017) assessed the effects of the utilization of teaching material resources on the academic performance of senior secondary school students in Ikwuano, Abia State using the instrument of questionnaire, a pre-test and post-test administered to one hundred and twenty (120) students and one hundred and twenty (120) teachers. Their results show that the disposition of the teachers affected the accessibility and utilization of teaching materials, and students who were taught with instructional materials performed better than those who were not. Teachers' disposition according to Akpan and Onoh, is related to their resourcefulness and subsequent utilization of teaching material resources.

Similar to the works above is Tety (2016) who explored the views of teachers and students in Tanzania on the extent to which instructional facilities affect students' performance, to examine the challenges community secondary schools face in accessing teaching materials and to assess the strategies that teachers adopt to minimize the low and poor instructional materials. Tety used 38 community schools in Rambo district in

Tanzania, in each school, 5 teachers and 20 students filled a semi structured questionnaire. Again, heads of each school and one secondary district officer participated in the study. Her findings, amongst other things revealed that teaching and learning materials are fundamental to teachers and learners' performance. Again, Tety's result showed that many schools in the area teach with low material resources and teachers use different strategies to minimize the challenges of teaching in resource limitation schools by borrowing books and improvisation.

The reviewed works above are pointers that low teaching and learning material resources are widely prevalent across many countries and are primary tools that heighten motivation among teachers and learners and reinforce learning. Their absence in any teaching environment greatly affects both teachers and learners' performance. Many previous literature were works that examined the challenges of low instructional materials and offered their reports based on the experiences of their individual countries.

This study is an attempt to widen the scope of inquiry and highlight the challenges inherent in teaching English in low resource-classrooms, with experiences from five different countries and the possible strategies adopted by teachers in remedying resource limitation in ELT and the prospects accessible to teachers who teach English with limited resources. It is apt to reveal the possible strategies teachers can adopt when they find themselves in low resource environments. In absence of sufficient instructional materials, Ahmad and Sari (2022) identify teaching strategies that are adopted by teachers as another factor that makes for a successful learning process. For a successful exposition of this areas of study, the work aims to answer the following questions:

1. Is the challenge of low material resources in English language teaching a universal or general issue?
2. Can an English teacher effectively deliver a lesson and achieve desirable objectives without required resources?
3. What are the advantages of teaching English with limited resources?

METHODOLOGY

This study is a survey that used a structured validated questionnaire in closed ended format, open question format and scaling administered to teachers 31 English teachers across five countries: Nigeria, Cameroun, Iraq, Turkey, and Sudan as its source of data. One of the researchers was invited to present at the English Connects Teachers Webinar Series, a platform organized and sponsored by the British Council to facilitate continuing professional development of English teachers in Africa. She was invited to present on ''working with low resources' alongside other resource persons from Tanzania, Cote d'Ivoire, and Cameroon. The Webinar recorded a huge participation by many English teachers across African countries. Teaching with low resources was identified as a common constraint facing English teachers and affecting students' performance in Africa. The researchers shared their experiences of managing in low resource environments and wondered if resource limitations are African phenomena. Based on this desire for further inquiry, the questionnaire was structured in Google form and shared through two international English teachers association's platforms for fellow non- African and other

African Colleagues to respond to. The questionnaire contains twelve questions which focused on the nature of our teaching environments with respect to teaching material resources and how to ensure effective teaching in low resource environments. 31 English teachers across the five countries responded to the enquiry and data collected was analysed using percentages and presented in frequency tables.

FINDINGS AND DISCUSSION

Table 1 showing respondents' English classroom setting?

Responses	No of Respondents	Percentage
City	20	64.5
Small Town	7	22.6
Rural/Remote area	4	12.9
Total	31	100

Table 2 showing the number of years they have been in the classroom as English teachers

Responses	No of respondent	Percentage
0-1 Years	0	0
1-5 Years	4	12.5
6-10 Years	6	18.8
11 Years and Above	22	68.8
Total	32	100

Table 1 shows distribution of teachers across different English teaching environments. The result reveals that 20 teachers representing 64% of total respondents teach in the city, with 22.6% and 12.9% found in small towns and remote areas, respectively. From the findings, it is revealed that more English teachers are found in the city and small towns than in remote areas. The reason for uneven distribution of teachers in the city than in the rural is invariant to Trentham and Schaer (1985) believe that cities have more cultural and educational opportunities and social and professional relationships are more difficult in rural areas than in cities especially when the teachers did not grow up in the rural area. Table 2 reveals that over 68% of the teachers have been in classroom teaching for eleven years and above with 12.5% and 18.8 having between 1 to 5 years and 6 to 10 years teaching experiences, respectively. None of the teachers from Table 2 is less than a year in the classroom. This means that the teachers have got enough English teaching experience and practice that can impact their colleagues from other environments. Experienced teachers know what types of lesson work well; they know how to manage learners of

different age groups and backgrounds as well as how to cope in an environment with no or insufficient teaching materials. They are not unfamiliar with possible roadblocks students can encounter in the target language classroom.

Table 3. Have you found yourself in a teaching environment where you had no access to functional teaching resources?

Responses	No of Respondent	Percentage
Yes	23	71.9
No	7	21.9
Not Sure	2	6.3
Total	32	100

Table 4. In your school, do you have access to the following instructional resources which aid teaching and learning of English: free WI-FI, a projector, a copier, and all required textbooks, flip boards, computer and other technology such as CD players, art supplies and educational posters?

Responses	No of Respondents	Percentage
Yes	1	3.1
No	20	62.5
Just a few	11	34.4
Total	32	100

Table 3 shows the distribution of teachers who have taught in environments with or without English teaching resources. The result indicates that 71.9% of the teachers have taught English in environments where they had no access to functional teaching resources as against 21.9% teaching with functional materials. Generally, there is a high probability of teachers finding themselves in low resource teaching classrooms. In Table 4, result indicates that 62.5% of teachers do not have major effective and transforming English teaching resources against 3.1% of teachers who have access to the resources. 34.4 % of teachers have just a few of the resources in their teaching environments. The results give credence to the assertion of Smith, Padwad and Bullock (2017) that throughout the world, English is often taught in low-resource classrooms but there are few training materials which have been created to help fill this gap. Our findings raise questions about why English is commonly taught in low-resource environments across cultures. This reason is not far from the fact that English is foreign to many cultures and being a subject that is project-based and inquiry-based driven, it requires many instructional tools to make the subject fun to learners and promote effective classroom delivery. Eniayewu (2005) outlines the importance of teaching aids in lesson delivery as one that motivates learning and promotes academic standard.

Table 5. Apart from the resources above, what other types of resource limitations do you face in your environment?

Responses	No of Respondents	Percentage
Lack of adequate classroom space	9	29
No teaching assistants	10	32.3
No whiteboard/marker	0	
No enough courses for teachers training	1	3.2
Lack of recommended texts	1	3.2
Phonetic Lab	1	3.2
No marker, public address system	1	3.2
All of the Above	8	25.8
Total	31	100

Table 5 shows distribution of other types of resource limitations constraining effective English language lesson delivery amongst teachers. The result indicates that lack of teaching assistants is the major challenge with 32.2% of the teachers in affirmation. 29% of the teachers face the challenge of lack of classroom space, with 25.8% facing resource limitations ranging from lack of training, phonetic lab, public address system and recommended texts. The result is in keeping with the observations of Abdu-Raheed (2016) that despite the fact that teaching resources are essential tools that make learning rewarding, facilitative, practical, and motivating, they're not readily available to teachers in many schools. Again, English language teaching does not support teaching by coercion.

Table 6. My teaching outcomes are affected by low teaching resources?

Responses	No of Respondents	Percentage
Strongly disagree	4	12.5
Disagree	2	6.3
Neutral	6	18.8
Agree	13	40.6
Strongly agree	7	21.9
Total	32	100

Table 7. I have been able to improvise /create teaching materials/ adopt strategies to overcome low teaching resources?

Responses	No of Respondents	Percentage
Strongly Disagree	1	3.1
Disagree	3	9.4
Neutral	1	3.1
Agree	26	81.3
Strongly Agree	1	3.1
Total	32	100

In Table 6, 62.5% of the teachers agreed and strongly agreed that their outcomes are affected by low teaching resources with 12.5% and 6.3% strongly disagreeing and merely disagreeing, respectively. The result supports Abdul-Raheem (2016) who recorded that the experimental group of his study who were taught with instructional materials had higher adjusted mean score of 32.45 than those in control group that had no access to teaching materials. This implies that teaching students with sufficient resource materials greatly enhances students' academic achievements and outcome. Table 7 reveals that over 84% of teachers improvise, create materials and adopt strategies used to manage low resource related challenges in English classrooms with less than 14% of teachers disagreeing to their readiness to be creative in low resource environments. Turner (2021) records that ESL teachers who have no material resources can incorporate realia into their lesson to make their English classrooms fun and effective. Realia are real home objects and items which the teacher can bring to the English classroom as teaching aids. Hadi (2018) records that the solution to resource limitation is the implementation of creative-classroom activities that can move beyond reliance on textbooks. Examples of realia are household items, food, clothing, flowers and plants.

Table 8. My improvised teaching materials and strategies have made learning fun to my students and affected active participation among them?

Responses	No of Respondents	Percentage
Strongly Disagree	2	6.5
Disagree	1	3.2
Neutral	5	16.1
Agree	17	54.8
Strongly Agree	6	19.4
Total	31	100

In Table 8, over 73% of the teachers increase active participation of students in English classroom by improvisation. This is project based instruction where the teacher tells the students what they have to do or create in order to remedy difficulties associated with low resource environments. The teachers support learning by creating materials by themselves that can support active teaching and learning. Less than 10% of respondents saw no serious effects of improvisation on the students. The result supports Syamsurizal (2008) and Fauzan (2014) who independently observed that drama or improvisation technique can improve students' speaking ability. They further maintain that the technique also increases students' motivation and confidence. Fauzan particularly recorded through his study that improvisation is a great technique in teaching speaking. The students he used in his experiment had fun, were happy and motivated through the technique of improvisation. Improvisation makes the teacher to be a more positive person, it makes him to be creative as well become a team player.

Table 9. Mention at least two improvised materials and strategies you have adopted in a low resourced-
environment in teaching English.

Responses	No of Respondents	Percentage
Group work	9	29
Story	1	3.2
Critical thinking strategy	1	3.2
Audio/video recording/CDs	4	12.9
Flex	3	9.7
Cardboards/flip charts/flash cards	6	19.4
Dictation	2	6.5
Personal drawings	3	9.7
Dramatization	1	3.2
Corpus analysis via some software	1	3.2
	31	100

Table 9 provides the distribution of improvised materials and strategies teachers adopt in low resource-environments. The result showed that 29% of teachers adopt group work strategy, followed by the use of cardboard, flip chart and flashcard (19.4%). Other improvised materials

include the use of audio/visual recordings and CDs (12.9%), with flex and personal drawings constituting 9,7% each. Dictation, dramatization, story, and critical strategy are other useful strategies adopted by teachers in the investigated environments. The result is in keeping with Jebur and Al-Azzawi (2019) study which revealed that group work is a useful method for teaching students in English lesson. His study further revealed that female students prefer group work and are likely to succeed in working in group than their male counterparts.

Table 10. Have you attended any workshop or webinar where you were taught how to overcome challenges in teaching English in low resourced environment?

Responses	No of Respondents	Percentage
Yes	22	68.8
No	7	21.8
Not Sure	3	9.4
Total	32	100

Table 11. Teaching with low resources has forced me to become a better and more creative teacher

Responses	No of Respondents	Percentage
Strongly Disagree	2	6.3
Disagree	6	18.7
Neutral	5	15.6
Agree	18	56.3
Strongly Agree	1	3.1
Total	32	100

Table 10 reveals that 68.8% of the teachers have participated in workshops and webinars where other Colleagues shared their experiences on how to overcome low material resources related challenges. Roa (2019) identifies webinars as nations' finest and fastest continuing professional development tools in English language teaching. Webinars provide teachers opportunities to be trained on the use of available technology in a right way and opportunities to learn how to implement the latest technology in ELT classrooms. Webinars further provide teachers with a comprehensive knowledge about English topics and imbibing them with new and innovative ideas that take place in ELT. Language teachers' skills are summarily well developed through webinars. In Table 11, 59.4% of the teachers affirmed to have become better and creative teachers because they found themselves working in low resource environments where they had no option than to improvise and adopt relevant strategies that impacted students' learning and increased their active participation. The result supports Turner (2021) assertion that teaching without a lot of resources has certain advantages. The teacher can become a better and

more creative teacher in resource limitation environments. He further noted that such environments provide an opportunity for the teacher to explore lessons and topics that are not normally included in a curriculum. This result shows that the teacher's strengths are exposed when he is constrained by some inherent factors.

Table 12. Do you think continuing professional development webinars/workshops can facilitate effective teaching of English in resource-limited classrooms?

Responses	No of Respondents	Percentage
Yes	32	100
[No	0	0
A little	0	0
Total	32	100

Table 12 also showed that 100% of the teachers are truly aware of the importance of professional development in an effective teaching and learning classroom. The result supports Al-Asmari (2016) who confirmed that continuous professional development of English teachers is an essential element in enhancing the teaching and learning process and to ensure students' effective learning. Yesilcmar and Cirkir (2018) also recorded that teachers are not passive consumers of information. Through professional development, they're supported to actively generate information. Professional development from the present and previous studies transforms the quality of the entire educational system of any nation.

CONCLUSION

This present study is unique in the domain of English language teaching in that it utilized situational language teaching theory (SLTT) to reveal that English is taught in low-resourced environments across cultures. The results further show that although low resource-related challenges in classroom settings impede learning achievements, academic standards and teaching activities, teaching English in such environments however, engenders flexibility and autonomy with students, and creativity and innovation amongst teachers. Through webinars and professional development programmes, English teachers can work assiduously and incorporate free and readily available materials and strategies sufficient to solve low resource related challenges in the classroom.

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