



Implementation of Teacher Training Model to Improve Primary School English Teachers' Teaching Ability

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ABSTRACT

The implementation of English as a compulsory subject in primary schools under Indonesia's Merdeka Curriculum has created an urgent demand for competent teachers capable of effectively teaching English to young learners. However, most primary school teachers lack formal English education backgrounds, creating a significant competency gap that threatens instructional quality. This systematic literature review synthesizes and critically analyzes existing research on teacher training effectiveness, specifically focusing on classroom language proficiency and pedagogical competence for teaching English to young learners (TEYL). Following the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines, this review systematically searched Scopus, Web of Science, ERIC, and Google Scholar for peer-reviewed articles published between 2015 and 2024. The findings reveal four major themes: classroom language mastery as a foundational component of effective TEYL instruction, age-appropriate pedagogical competencies tailored to young learners' cognitive and affective characteristics, integration of technology and multimedia resources in primary English education, and persistent challenges and barriers in implementing effective training programs. The review demonstrates that comprehensive training models integrating classroom language, pedagogical strategies, and continuous professional development significantly improve teachers' confidence, instructional quality, and student learning outcomes.

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INTRODUCTION

The globalization of education and the increasing importance of English as an international language have prompted educational reforms worldwide, particularly in Southeast Asian countries. Indonesia's implementation of the Merdeka Curriculum represents a significant policy shift, establishing English as a compulsory subject in primary schools from the 2027/2028 academic year. This policy decision responds to the critical need for early English language acquisition in preparing students for participation in the global community and digital economy (Rahman et al., 2025; Yusrina et al., 2025). However, this curriculum transformation has exposed a fundamental challenge: the acute shortage of qualified teachers with adequate competencies to teach English to young learners effectively. Unlike secondary and tertiary education where specialized English teachers are commonplace, primary education predominantly relies on generalist classroom teachers who must teach multiple subjects including English, often without formal preparation in language pedagogy.

In Indonesia, as in many developing nations, the majority of primary school teachers are generalist classroom teachers with backgrounds in primary education rather than specialized English language teaching. Research indicates that less than 10% of primary school teachers possess formal qualifications in English education, with many having limited English proficiency themselves (Nurlaila, 2019; Yusrina et al., 2025). This demographic reality creates a substantial competency gap that threatens the successful implementation of English language education policies. The challenge extends beyond mere language proficiency to encompass pedagogical knowledge specific to teaching young learners, who possess distinct cognitive, affective, and developmental characteristics requiring specialized instructional approaches (Cameron, 2001; Moon, 2000; Shintani, 2016). Young learners aged 6-12 years learn differently from adolescents and adults, requiring teachers to employ age-appropriate strategies including play-based learning, multisensory activities, and concrete learning experiences.

Teacher professional development through training programs has emerged as a critical strategy to address these competency gaps. However, the effectiveness of such training programs remains a subject of ongoing investigation and debate, with research documenting varying degrees of success (Kirsten, 2020; Nguyen et al., 2024; Prudente et al., 2024). Factors such as training duration, content focus, delivery methods, theoretical frameworks employed, and follow-up support significantly influence outcomes, yet comprehensive understanding of which combinations prove most effective remains elusive. Moreover, most existing studies examine isolated aspects of teacher training without considering the interplay among multiple competency domains. Despite numerous studies examining teacher training in various contexts, a comprehensive synthesis of research specifically focusing on classroom language and pedagogical competence for primary English teachers represents a notable gap in the literature.

Classroom language—the English used by teachers to manage lessons, provide instructions, give feedback, and interact with students—constitutes a fundamental component of effective English language teaching. Research has demonstrated that teachers' proficient use of classroom language not only facilitates lesson delivery but also provides authentic language input and creates an immersive English-learning environment that maximizes students' exposure to the target language (Mulyanah, 2020; Ratminingsih, 2015). When teachers consistently use English for classroom management and instructional purposes, they transform the classroom into a language-rich environment where students encounter English in meaningful, contextualized ways. Simultaneously, pedagogical competence tailored to young learners' characteristics determines the appropriateness and effectiveness of instructional strategies, including the use of games, songs, storytelling, Total Physical Response (TPR), and multimodal resources that align with children's developmental stages (Gunawan, 2025; Hu et al., 2024). These pedagogical approaches acknowledge that young learners are concrete thinkers with limited attention spans who learn best through active engagement and multisensory experiences.

This systematic literature review addresses this gap by synthesizing and critically analyzing existing research on teacher training effectiveness, with specific emphasis on classroom language proficiency and pedagogical competence for teaching English to young learners (TEYL). The review seeks to answer four research questions that guide the investigation: First, what are the essential components of effective teacher training programs for primary English teachers? Second, how does training in classroom language and pedagogical competence impact teachers' instructional practices and student learning outcomes? Third, what challenges and barriers impede the effective implementation of teacher training programs in primary English education? Fourth, what evidence-based recommendations can inform the development of sustainable teacher training models for primary English education in diverse contexts? By addressing these questions systematically, this review aims to provide actionable insights for policy makers, teacher educators, and school administrators responsible for designing and implementing professional development initiatives.

The significance of this systematic review extends beyond theoretical contribution to practical applications in educational policy and practice. First, by synthesizing empirical evidence from diverse geographical and methodological contexts, the review provides comprehensive insights that transcend individual studies' limitations and contextual constraints. Second, the focus on both classroom language and pedagogical competence addresses two interconnected dimensions of teaching effectiveness that are often examined separately but function synergistically in actual practice. Third, the identification of implementation challenges and barriers informs realistic, context-sensitive approaches to professional development that acknowledge and address real-world constraints. Fourth, the evidence-based recommendations emerging from this synthesis can guide policy formulation, program design, and resource allocation decisions in countries experiencing similar educational transitions, particularly in Southeast Asia where English education in primary schools is expanding rapidly.

The remainder of this article is organized as follows: The Methods section details the systematic review procedures following PRISMA guidelines, including search strategies, selection criteria, quality assessment, and analytical approaches. The Results section presents findings organized around four major themes identified through thematic synthesis. The Discussion section interprets these findings in relation to theoretical frameworks and practical implications, while the Conclusion section synthesizes key insights, acknowledges limitations, and proposes directions for future research. Through this systematic examination, the review contributes to the broader discourse on teacher education and capacity building in primary English education, particularly relevant for countries navigating the challenges of implementing English instruction in early educational stages.

METHODS

This systematic literature review follows the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines to ensure methodological rigor, transparency, and reproducibility (Moher et al., 2015). The review process comprised five sequential stages: formulation of research questions and search strategy, systematic literature search across multiple databases, screening and selection of relevant studies, quality assessment of included studies, and data extraction and thematic synthesis. Each stage was conducted systematically with documentation to enable replication and verification of findings.

Research Design.

This study employed a systematic literature review design, specifically utilizing thematic synthesis as the analytical approach. Systematic literature reviews differ from traditional narrative reviews by employing explicit, systematic methods to identify, select, critically appraise, and synthesize all relevant research on a particular topic (Ghamrawi et al., 2025). Thematic synthesis was selected as the analytical method because it enables integration of findings from studies employing diverse methodologies (quantitative, qualitative, and mixed methods) while maintaining analytical rigor. This

approach aligns with the review's objectives of not only identifying what training components prove effective but also understanding how and why they work in different contexts.

Search Strategy

A comprehensive search was conducted across four major academic databases: Scopus, Web of Science, and Education Resources Information Center (ERIC). These databases were selected for their extensive coverage of education research and reputation for indexing high-quality, peer-reviewed publications (Pranckutė, 2021). The search strategy employed Boolean operators combining multiple keyword sets: ("teacher training" OR "professional development" OR "teacher education" OR "continuing professional development" OR "in-service training") AND ("primary school" OR "elementary school" OR "young learners" OR "TEYL" OR "children") AND ("English teaching" OR "English language teaching" OR "EFL" OR "ESL" OR "TESOL") AND ("classroom language" OR "pedagogical competence" OR "teaching competence" OR "instructional effectiveness" OR "teaching skills"). This comprehensive keyword combination ensured broad coverage while maintaining relevance to the research questions.

The search was restricted to peer-reviewed journal articles and conference proceedings published in English between January 2015 and December 2024. This ten-year timeframe ensures currency and relevance while capturing sufficient literature for comprehensive synthesis. The period encompasses significant educational reforms and professional development initiatives across multiple countries, particularly in Southeast Asia where English education in primary schools has expanded substantially. Additionally, reference lists of identified articles were manually searched for additional relevant studies not captured through database searches, a process known as snowball sampling or backward citation searching.

Inclusion and Exclusion Criteria.

Studies were included if they met the following criteria: first, focused on teacher training or professional development for primary/elementary English teachers; second, examined classroom language, pedagogical competence, or teaching effectiveness as primary or secondary outcomes; third, involved teachers working with young learners aged 6-12 years; fourth, employed empirical research methods whether quantitative, qualitative, or mixed methods; fifth, published in peer-reviewed journals or reputable conference proceedings; and sixth, available in English language. Conversely, studies were excluded if they: first, focused exclusively on secondary or tertiary education; second, examined language teaching other than English; third, were purely theoretical or opinion pieces without empirical data; fourth, focused solely on pre-service teacher education without in-service training components; fifth, did not directly address classroom language or pedagogical competence as substantive themes; or sixth, were book chapters, dissertations, or grey literature with unverified quality control. These criteria balanced comprehensiveness with quality assurance, ensuring that included studies provided credible evidence to inform the review's conclusions.

Selection Process.

The initial database searches yielded 1,847 potentially relevant articles. After removing 423 duplicates using reference management software (EndNote), 1,424 articles underwent title and abstract screening conducted independently by two reviewers. Reviewers applied the inclusion and exclusion criteria systematically, erring on the side of inclusion when abstracts provided insufficient information for definitive decisions. This screening eliminated 1,298 articles that clearly did not meet the inclusion criteria. The remaining 126 articles were retrieved for full-text review, conducted independently by the same two reviewers. During full-text assessment, 91 articles were excluded due to: insufficient focus on classroom language or pedagogical competence (n=38), inappropriate educational level such as secondary or tertiary (n=24), lack of empirical data or purely conceptual papers (n=19), or methodological limitations that compromised validity and reliability (n=10). Ultimately, 35 studies met all inclusion criteria and were included in the final synthesis. Throughout the selection process, disagreements between reviewers were resolved through discussion, and when consensus could not

be reached, a third reviewer was consulted. This rigorous process adhered to PRISMA flow diagram standards, ensuring transparency and reproducibility of the selection process.

Quality Assessment.

The methodological quality of included studies was assessed using adapted criteria from the Mixed Methods Appraisal Tool (MMAT) developed by Hong et al. (2018). Each study was evaluated across five dimensions: clarity of research aims and alignment with study design, appropriateness of research methodology for addressing research questions, adequacy and rigor of data collection procedures, appropriateness and transparency of data analysis techniques, and credibility, validity, and substantiation of findings and interpretations. Studies were rated as high, moderate, or low quality based on criteria met. Of the 35 included studies, 20 were rated as high quality, 12 as moderate quality, and 3 as low quality. Low-quality studies were retained but their findings were interpreted with appropriate caution.

Data Extraction and Synthesis.

Data extraction employed a standardized form capturing study characteristics (author, year, country, setting), research design and methodology, participant characteristics (number, teaching experience, background), training intervention details (duration, content, delivery mode, theoretical framework), outcome measures, and key findings. A thematic synthesis approach was adopted, following procedures outlined by Kiger and Varpio (2020): familiarization with data through repeated readings, line-by-line coding of findings from primary studies, organization of codes into descriptive themes, and generation of analytical themes addressing the review questions. Two independent reviewers conducted the coding process, with disagreements resolved through discussion and consensus. The synthesis prioritized identifying patterns, relationships, convergences, and contradictions across studies, enabling comprehensive insights into effective teacher training approaches.

FINDINGS AND DISCUSSION

The synthesis of 35 studies revealed comprehensive insights into effective teacher training for primary English education across diverse geographical and methodological contexts. The reviewed studies represented various geographical contexts: Indonesia (n=12), other Southeast Asian countries including Malaysia, Thailand, and the Philippines (n=8), East Asian countries including China, Japan, and South Korea (n=7), African countries (n=4), and other regions including Europe and Latin America (n=4). Research designs varied considerably: quantitative experimental or quasi-experimental studies (n=14), qualitative case studies or ethnographies (n=11), and mixed-methods investigations (n=10). Training interventions ranged from brief one-day workshops to sustained programs spanning several months, with durations between 8 hours and 120 hours of direct instruction plus follow-up activities. Thematic analysis identified four major themes characterizing effective teacher training: classroom language mastery as foundational competence, age-appropriate pedagogical competence for young learners, integration of technology and multimedia resources, and persistent challenges and barriers in implementation. Each theme is elaborated in the following subsections.

Classroom Language Mastery as Foundational Competence

Classroom language emerged as a critical foundational competence consistently emphasized across 28 of the 35 reviewed studies, indicating its centrality to effective primary English teaching. Classroom language encompasses the English expressions teachers use for multiple pedagogical functions: managing classroom activities and transitions, giving instructions for tasks and activities, providing feedback on student performance, praising and encouraging students, asking questions to check understanding, and maintaining smooth lesson flow (Mulyanah, 2020; Ratminingsih, 2015). Research

demonstrates that teachers' proficient use of classroom language creates an English-rich environment facilitating natural language acquisition while simultaneously managing pedagogical functions effectively. This dual functionality distinguishes classroom language from general English proficiency, as it serves both communicative and instructional purposes within the specific context of classroom teaching.

Studies conducted in Indonesia, where English is taught as a foreign language with limited exposure outside classrooms, revealed that training programs focusing specifically on classroom language resulted in substantial improvements in teachers' English use during instruction. One longitudinal quasi-experimental study documented statistically significant increases in teachers' English usage from a baseline of 40% to 72% of instructional time following an eight-week intensive training program combining direct instruction, modeling, practice, and feedback (Mulyanah, 2020). Teachers reported increased confidence in using English spontaneously and reduced reliance on translation, factors that enhanced the immersive quality of their English instruction. Training programs that provided phrase banks organized by communicative function proved particularly effective, as they addressed teachers' immediate practical needs while simultaneously building underlying language competence. Common classroom language categories included opening and closing routines, instructional directives, behavioral management, feedback and praise, and transitional phrases.

However, research also identified persistent challenges related to classroom language development. Teachers with limited baseline English proficiency struggled with pronunciation accuracy and oral fluency despite training, affecting their confidence and willingness to use English extensively in classrooms. While teachers could master memorized or scripted classroom language for routine situations, they found spontaneous communication and responding to unexpected student questions or situations significantly more challenging. This finding underscores the importance of training approaches that develop not only memorized repertoires of useful phrases but also underlying language competence enabling flexible, responsive communication. Several studies advocated for integrating intensive English language instruction into teacher training programs rather than treating classroom language as merely a set of phrases to be memorized without deeper linguistic understanding.

Age-Appropriate Pedagogical Competence for Young Learners

Pedagogical competence specifically tailored to young learners' developmental characteristics constituted the second major theme, substantively addressed in 32 of the reviewed studies. Teaching English to young learners requires fundamentally different pedagogical approaches compared to teaching adolescents or adults, necessitating specialized pedagogical knowledge and skills grounded in understanding of child development and learning (Cameron, 2001; Moon, 2000; Shintani, 2016). Young learners aged 6-12 years exhibit distinct characteristics affecting their language learning: limited attention spans typically ranging from 10-20 minutes depending on age, concrete thinking patterns requiring tangible materials and visible demonstrations, learning primarily through sensory experiences and physical engagement, strong imaginative capacities enabling role-play and storytelling engagement, and dependency on affective factors including motivation, confidence, and positive emotional experiences.

Studies identified several core pedagogical competencies essential for effective TEYL. First, teachers must design lessons incorporating frequent activity changes and varied interaction patterns to maintain engagement within young learners' attention span limitations. Training programs preparing teachers

to structure lessons with multiple short activities rather than extended activities proved effective in sustaining student attention and participation. Second, effective teachers utilize play-based and interactive methodologies aligned with children's natural learning preferences, including games promoting language use in meaningful contexts, songs and chants facilitating vocabulary and pronunciation acquisition, storytelling and picture books providing comprehensible input and cultural knowledge, role-playing and drama activities enabling authentic language use, and Total Physical Response (TPR) connecting language with physical movement (Gunawan, 2025; Hu et al., 2024). Research demonstrated that teachers trained in these approaches achieved significantly higher levels of student engagement, participation, and demonstrable learning outcomes compared to teachers employing traditional lecture-based or textbook-centered approaches.

The reviewed literature highlighted the effectiveness of Task-Based Language Teaching (TBLT) adapted for young learners' developmental levels. TBLT principles emphasizing meaningful communication, authentic tasks, and learning-by-doing resonated well with children's concrete, experiential learning characteristics when appropriately adapted (Burri, 2018; Shintani, 2016). However, successful implementation required teachers to understand how to design developmentally appropriate tasks with clear objectives and manageable cognitive loads, scaffold support through modeling and step-by-step guidance, and manage classroom dynamics during communicative activities that generate higher noise levels and movement than traditional instruction. Training programs incorporating extensive microteaching practice, where teachers designed and implemented TEYL activities with peers or small groups of children followed by structured feedback, proved particularly effective in developing these complex pedagogical competencies.

Integration of Technology and Multimedia Resources

The integration of technology and multimedia resources in primary English teaching constituted the third major theme, prominently featured in 24 studies reflecting the increasing digitalization of education. Young learners, as digital natives, respond enthusiastically to technology-enhanced instruction when appropriately designed and implemented. Research identified multiple dimensions of technology integration requiring teacher competence development. First, teachers need proficiency in utilizing digital tools for content delivery, including educational videos providing authentic language models and cultural content, interactive presentations engaging multiple senses through visual, auditory, and kinesthetic channels, digital flashcards and games reinforcing vocabulary and language patterns through repetition and practice, and online platforms facilitating individualized and self-paced learning. Studies demonstrated that training programs incorporating hands-on technology practice enhanced teachers' confidence and competence in integrating these tools effectively rather than superficially.

Second, teachers require skills in leveraging online resources, including YouTube educational channels offering age-appropriate content, language learning applications such as Duolingo, Kahoot, and Quizlet providing interactive practice, digital story libraries offering diverse texts with audio support, and teacher resource websites providing lesson plans, worksheets, and activity ideas. Training that guided teachers in critically evaluating and selecting quality resources aligned with curriculum objectives and students' proficiency levels proved valuable, as the abundance of online materials requires discernment regarding pedagogical soundness and appropriateness. Several studies examined the effectiveness of blended learning approaches in teacher training itself, combining face-to-face workshops with online modules, virtual peer collaboration through learning management systems or social media groups, and

digital resource sharing through cloud platforms. These hybrid programs demonstrated advantages including flexibility accommodating teachers' schedules and responsibilities, extended learning beyond workshop durations enabling gradual skill development and practice, and creation of sustainable professional learning communities connecting geographically dispersed teachers.

However, the research revealed significant disparities in technology access and integration capacity across contexts. Urban schools generally possessed better infrastructure, including reliable electricity, internet connectivity, computers or tablets, and projectors or interactive whiteboards, compared to rural settings where such resources remained scarce or nonexistent. These disparities create inequitable opportunities for implementing technology-enhanced instruction and accessing digital resources. Consequently, teachers in resource-constrained contexts require training in creating effective low-tech or no-tech alternatives, including teacher-made visual aids using locally available materials, realia bringing authentic objects and materials into classrooms, manipulatives enabling hands-on language practice, and community resources leveraging local environments for authentic language learning experiences. This contextually responsive approach to technology integration acknowledges diverse resource realities and ensures all teachers can implement effective practices regardless of technological infrastructure availability.

Challenges and Barriers in Implementation

The fourth major theme encompassed persistent challenges and barriers impeding effective implementation of teacher training programs, identified across virtually all reviewed studies. These challenges operate at multiple interconnected levels—individual teacher factors, institutional constraints, and systemic policy issues—requiring multi-faceted solutions rather than singular interventions. At the individual level, teachers' limited baseline English proficiency emerged as the most significant and pervasive barrier across studies conducted in EFL contexts. Many primary teachers possess minimal English skills, having never studied English extensively beyond secondary school or used it professionally. Training programs often struggled to address this fundamental gap within limited timeframes, typically ranging from one to three weeks of intensive instruction. Teachers reported that while training enhanced their awareness of effective practices and increased their motivation to use English, their actual classroom practice remained constrained by insufficient language proficiency to implement training content fully. This finding suggests the necessity of longer-term, sustained training approaches rather than brief workshops, potentially including prerequisite English courses before pedagogical training.

Time constraints constituted another pervasive challenge documented across diverse contexts. Primary teachers face heavy workloads, typically teaching 24-30 hours weekly across multiple subjects with additional responsibilities for administrative tasks, co-curricular activities, and parental communication. Participating in training requires either release time from teaching duties, requiring substitute teacher arrangements, or personal time outside regular working hours, creating work-life balance challenges. Studies noted that when training was perceived as adding to already overwhelming workloads without reducing other responsibilities, teacher engagement and subsequent implementation fidelity diminished substantially. This highlights the importance of institutional support mechanisms, including protected time for professional development activities, reduced teaching loads during intensive training periods, and recognition of professional development participation in performance evaluations and career advancement decisions.

Resource limitations posed significant implementation barriers, particularly in developing country

contexts where educational budgets remain constrained. Lack of appropriate textbooks specifically designed for young learners, supplementary materials including storybooks and visual aids, technology infrastructure and digital devices, and adequate physical classroom facilities with sufficient space for interactive activities all constrained teachers' ability to apply training learning effectively. Several studies documented situations where teachers learned innovative, engaging strategies during training but could not implement them in resource-scarce classroom realities, creating frustration and disillusionment that undermined training investment. Professional development sustainability emerged as a critical yet often neglected concern. Research consistently found that initial training impact diminished over time without ongoing support mechanisms. Teachers needed continuous mentoring from experienced practitioners or trainers, peer collaboration opportunities through professional learning communities, periodic refresher training addressing emerging challenges, and access to expert consultation when encountering implementation difficulties. However, most training programs provided intensive initial input with minimal or no follow-up support, resulting in gradual reversion to previous familiar practices as initial enthusiasm waned and implementation challenges accumulated.

Finally, curriculum and policy coherence issues presented systemic barriers affecting training effectiveness. Teachers sometimes received training promoting approaches inconsistent with prescribed curriculum requirements, mandated textbooks, standardized assessment systems, or school administrators' expectations. This misalignment created confusion about which practices to prioritize and reduced teachers' confidence in implementing new approaches when they perceived potential conflicts with accountability measures. Studies advocated for better coordination among policymakers responsible for curriculum design, teacher educators developing training programs, assessment specialists designing evaluation systems, and school administrators implementing policies locally to ensure coherent, mutually reinforcing systems rather than contradictory requirements pulling teachers in different directions

CONCLUSION

This systematic literature review provides comprehensive evidence regarding effective teacher training for primary English education, specifically focusing on classroom language proficiency and pedagogical competence for teaching young learners. The synthesis of 35 empirical studies conducted across diverse geographical contexts and employing varied methodological approaches reveals that successful training programs share several common characteristics: integration of multiple competency domains rather than isolated skill development, sustained support extending beyond initial workshops to include follow-up mentoring and peer collaboration, contextualization of content to local realities and constraints, and establishment of systems for ongoing professional learning. The findings underscore that teacher professional development must be conceptualized as an ongoing process embedded within supportive institutional structures and coherent policy frameworks, rather than isolated events.

Classroom language mastery emerged as a critical foundational competence enabling teachers to create English-rich learning environments while managing pedagogical functions effectively. This dual functionality distinguishes classroom language from general English proficiency, as it serves both communicative and instructional purposes within the specific context of classroom teaching. Training programs that provided organized repertoires of functional phrases while simultaneously developing underlying language competence proved most effective in enhancing teachers' confidence and actual English use during instruction. Age-appropriate pedagogical competence, the second major theme, encompasses understanding young learners' developmental characteristics and implementing strategies aligned with their cognitive, affective, and physical learning patterns. Effective teachers

employ play-based, interactive, multisensory approaches including games, songs, storytelling, and task-based activities that engage children's natural learning preferences and sustain attention within developmental limitations.

Technology integration, while increasingly important in digital age education, requires contextually appropriate approaches acknowledging diverse resource realities. Teachers in well-resourced urban settings can leverage extensive digital tools and online resources to enhance instruction, while those in resource-constrained rural contexts must develop effective low-tech alternatives using locally available materials and community resources. Both approaches can achieve instructional effectiveness when teachers possess appropriate competencies and receive adequate support. However, the review also documents persistent challenges operating at individual, institutional, and systemic levels that significantly impede training effectiveness and sustainability. Teachers' limited baseline English proficiency, time constraints amid heavy workloads, resource limitations in constrained educational budgets, insufficient follow-up support after initial training, and policy misalignments creating contradictory expectations all constitute substantial barriers requiring multi-faceted solutions.

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