

ABSTRACT

Adila Kamilia, Revealing the Implementation of English Training to Assist the English Proficiency among Bilingual Elementary School Teachers.

The rising demand for bilingual education in Indonesia, particularly in bilingual elementary schools, underscores the necessity for proficient English teachers. Existing literature indicates a shortage of teachers with adequate English language skills, highlighting the importance of English training programs as a potential solution. This study examines the implementation of such training programs, focusing on their effectiveness in enhancing teachers' English proficiency and the challenges encountered in the process. The research is framed within Penny Ur's (2009) theory of teacher training and development, which emphasizes systematic instructional planning and the application of practical teaching strategies. Additionally, the study investigates the challenges do teachers encounter in participating during the training.

A qualitative case study approach was adopted, utilizing classroom observations, interviews, and document analysis conducted at a bilingual elementary school in Bandung, Indonesia. Six teachers with varying levels of English proficiency participated, providing in-depth insights into the training process and its perceived effectiveness. This study offers a comprehensive insight into the training practices and their alignment with the school's bilingual objectives. The findings indicate that the training program play crucial role to assist teachers' English proficiency through structured learning activities, practical exercises, and immediate feedback. However, several challenges persist, including limited resources, time constraints, limited programs and learner differences. While participants valued the interactive and engaging nature of the training, they emphasized the need for more customized content, flexible training program and stronger alignment with their specific instructional requirements. This study concludes that while English training programs considerably boost teachers' proficiency, improvements in resource allocation, time management, and content customization are necessary to better address individual teacher needs. Furthermore, the study emphasizes the need for practical application, coupled with teachers' prior knowledge to achieve optimal outcomes. This study contributes to the theoretical, practical, and empirical understanding of English training in bilingual education, offering actionable recommendations for policymakers, educators, and future researchers aiming to strengthen bilingual instructional quality in similar educational contexts.

Keywords: English training, Bilingual education, Teacher Professional Development, English proficiency