

ARTICLE

## The Effect of Coaching vs. Training in the Practice of Early Literacy Instruction in Elementary Classrooms

Amna Mirza \* , Eman Atwi

Faculty of Education, Mount Saint Vincent University, Halifax, NS B3M 2J6, Canada

### ABSTRACT

Teachers' instructional practices, preparation, and literacy-based professional development (PD) support are crucial in developing the skills and practices necessary to facilitate children's successful literacy development. Traditionally, English Language Arts (ELA) teachers receive literacy-based PD through training techniques, but research has shown that instructional coaching is more effective as PD for teachers. In developing countries, teacher training often relies on outdated methods and covers topics such as classroom behaviour. Additionally, the literature has suffered from a lack of comparative studies that examine teachers' training models across both training modes, traditional training and coaching and highlight their strengths and weaknesses in this context. Therefore, this study was designed to train teachers in effective literacy instruction in a developing country using a comparative approach, making it the first of its kind. Participants were randomly assigned to either a traditional training group or a coaching group. In total, 80 ELA teachers were observed using the English Language and Literacy Classroom Observations (ELLCO) tool before and after PD training, which served as an assessment of teachers' in-class practices and competencies. The type of teacher intervention, coaching vs. training, moderated the relationship between PD workshops and teachers' practices, with this relationship being significant only in the instructional coaching group,  $R^2 = 0.73$ ,  $F_{(2, 76)} = 37.49$ ,  $p < 0.001$ . This recommends developing an effective, consistent coaching model by linking teachers' skills to classroom practices, predicting teachers' performance, and boosting young children's early literacy for future success.

**Keywords:** Instructional Coaching; Instructional Training; Core Literacy Skills; ELLCO; Teachers' In-Class Practices

#### \*CORRESPONDING AUTHOR:

Amna Mirza, Faculty of Education, Mount Saint Vincent University, Halifax, NS B3M 2J6, Canada, Email: [Amna.mirza@msvu.ca](mailto:Amna.mirza@msvu.ca)

#### ARTICLE INFO

Received: 29 January 2026 | Revised: 7 April 2026 | Accepted: 23 April 2026 | Published Online: 1 June 2026

DOI: <https://doi.org/10.30564/jiep.v9i1.13087>

#### CITATION

Mirza, A., Atwi, E., 2026. The Effect of Coaching vs. Training in the Practice of Early Literacy Instruction in Elementary Classrooms. *Journal of International Education and Practice*. 9(1): 79–94. DOI: <https://doi.org/10.30564/jiep.v9i1.13087>

#### COPYRIGHT

Copyright © 2026 by the author(s). Published by Bilingual Publishing Group. This is an open access article under the Creative Commons Attribution-NonCommercial 4.0 International (CC BY-NC 4.0) License (<https://creativecommons.org/licenses/by-nc/4.0/>).

## 1. Introduction

Learning to read and write is crucial for a child's academic success in school and beyond. A child's progress in literacy has a significant impact on their future educational and career opportunities, as well as their ability to contribute actively to society. Many young children start school with varying levels of literacy, including a basic level of print-related knowledge and oral language skills<sup>[1,2]</sup>. Some begin school without any print awareness or basic reading skills. The growing flow of information, along with rapid technological advancement in recent years, requires children to develop strong literacy skills to succeed. Workplace expectations now require at least a high school graduate to be literate and capable of analyzing complex material. Consequently, more educators face the challenge of helping their students become proficient readers.

Due to the overwhelming nature of technological boost and the challenges that come with it, early literacy has gained attention as we strive to help all children become proficient readers. Early literacy refers to the stage of literacy development in which young children begin to understand spoken and written words<sup>[3]</sup>. During this phase, they start to comprehend literacy through language and their initial attempts at reading and writing; therefore, early childhood years are crucial for literacy development. This perspective views early literacy as a developmental continuum, rather than an all-or-nothing process that only begins when children enter school.

As mentioned above, the preschool years are crucial for long-term literacy success, as demonstrated in numerous studies<sup>[4-7]</sup>. Most children do not naturally transition from emergent literacy to established literacy without direct and explicit instruction, as well as opportunities to develop their oral language, reading, and writing skills<sup>[8,9]</sup>. Certain groups, such as children from low SES and those with limited English proficiency, are especially less likely to have access to the early literacy skills needed to succeed in first-grade literacy instruction in English-speaking countries. Some of the very common traits among children from low SES and English language learners (ELLs) are poor oral language skills, limited vocabulary, weak print knowledge and phonological awareness<sup>[10]</sup>. The skills listed here have been proven to be the most crucial for developing the abilities required for reading and writing<sup>[11]</sup>. They are required to be taught explicitly,

which necessitates reviewing the skill sets teachers possess and the training and PD they receive for teaching effective literacy in classrooms.

Teachers worldwide receive professional development (PD) workshops at least once every other month or quarterly, covering curriculum and behavioural techniques. Workshops offered to elementary-level teachers hold an important place, as they serve as a foundation for higher levels. These workshops, whether they focus on teaching language and literacy or shaping behaviour, play a crucial role in equipping teachers with essential skills and knowledge. To date, several studies have been conducted to review training models offered to elementary-level teachers. A research study conducted by Wray et al. discussed effective literacy teaching, drawing on insights from effectiveness research<sup>[12]</sup>. They presented the findings, commissioned by the Teacher Training Agency, on the attributes of effective teachers in teaching literacy to primary-level students. They compared two groups of students: a) those with teachers who demonstrated effective learning gains in literacy and b) those with teachers who were less effective in teaching literacy. The primary purpose of their study was to determine the effectiveness of "explicit teaching" demonstrated by effective teacher groups. These teachers clarified the purposes and literacy processes for their students through modelling, demonstration, explanations and examples. These explicit techniques of teaching literacy encouraged students to develop a mindful approach to learning literacy. Overall, their findings indicated that it is possible to identify certain common characteristics in the literacy teaching practices of effective teachers. However, some of these characteristics seem to be lacking in the literacy teaching of teachers in general. One of the most notable characteristics is teaching various literacy skills and knowledge at the word, sentence, and text levels, all within the framework of working with shared texts. The study clearly demonstrated a strong emphasis on providing regular literacy-based PD to teachers to achieve effective student learning outcomes.

### 1.1. Teacher Training

Training is a process intended to develop the competence of a specific group for a particular purpose. The literature on effective teaching provides various insights into the impact of teachers' classroom behaviour, subject knowledge, and beliefs on student learning<sup>[12]</sup>. It explores the impor-

tance of features such as classroom management, task setting, task content and pedagogic skills. It also investigated the significance of teachers' content knowledge in a particular subject, their comprehension of how students learn in that subject, and the belief systems that influence and facilitate the application of such knowledge in the classroom. Factors identified in the study by Wray and colleagues<sup>[12]</sup> that affect classroom literacy instruction, their quality and learning gain were the provision of opportunity to learn, classroom organization, task setting (match), task content, teaching skills and teacher-student interaction.

Similar to the study discussed above, but in an English as a second language (ESL) context, another study discussed the factors affecting the PD of elementary-level ELA teachers<sup>[13]</sup>. They examined the views of 23 teachers, 14 teacher educators, and 3 school principals on the effectiveness of in-service PD in training elementary ELA teachers. The findings revealed that the lack of qualified teacher educators led to the insufficiency of in-service PD. The study emphasized the need for more systematic efforts to address this shortage of qualified teacher educators and highlighted the importance of PD specifically for teacher educators. Additionally, it pointed out that the involvement of educational administrators negatively impacted the design and management of teacher preparation programs, resulting in inadequate training and unclear participant selection. Finally, the study highlighted the need to empower teacher educators to contribute to the necessary transformation of in-service PD<sup>[13]</sup>.

In developing countries in an ESL context, the biggest problem in teaching English at the elementary level is the hiring of unqualified teachers, which has been observed across various studies and locations<sup>[14–18]</sup>. Many of these studies showed that teachers encountered difficulties in spelling, using technology in language teaching, classroom management, pronunciation, textbook selection, and language fluency. To remediate these issues, personal agency was often used to compensate for inadequate English instruction in public schools. Consequently, it was frequently suggested that significant progress in English literacy among learners can only be achieved through a private study method, even in private schools with favourable learning conditions. Therefore, in developing countries, especially in an ESL context, parents from the elite class seek private English tuition for

their children to enhance their English literacy skills<sup>[19]</sup>. In addition to traditional PD offered to in-service teachers, offering quality literacy instruction and training at pre-service teacher levels was suggested to tackle the issues of inadequacy in teachers' literacy knowledge and skills. However, pre-service education for English teachers was criticized for not adequately preparing professionals at the elementary level<sup>[15]</sup>. Despite its potential impact on the quality of English education, it remains unclear whether in-service PD also plays a role. To revamp the entire teacher training and PD models in practice, coaching in-service teachers was introduced in the mid-2000s. Therefore, we will examine a few of the coaching models provided to in-service teachers before establishing the rationale for this study.

## 1.2. Coaching

The term 'coaching' has been used interchangeably with 'mentoring', 'teaching', or 'tutoring', however clearly defined in an educational context is by Whitmore: 'unlocking people's potential to maximise their own performance'. It is seen as a supportive, facilitative process that helps a coachee take responsibility for changing practitioners or learners (teachers in this case) behavior or thinking patterns to improve outcomes. Whitmore emphasizes that coaching involves 'helping [people] to learn, rather than teaching them', clearly setting it apart from traditional teaching or training. This approach allows educators to expand their methods by adopting a non-directive style that encourages learners to discover and learn on their own<sup>[20]</sup>.

Coaching has been recognized as a key aspect of the PD program designed to enhance the instructional capabilities of ELL teachers. In recent years, many districts in the United States, including New York, Chicago, Los Angeles, Denver, and Boston, have utilized coaching to enhance the instructional capacity of both the district and teachers<sup>[21–23]</sup>. School districts seeking to implement systemic change and improvement have been advised to adopt peer coaching as a model for teachers' professional development<sup>[24,25]</sup>. The literature supports the preference for coaching as a PD method after identifying the failed models of in-service teacher training. The growing use of coaching can be attributed to the limited impact on teachers' practices and students' achievement from traditional one-day in-service PD<sup>[26,27]</sup>. Continuously, teachers seek additional support in implementing new prac-

tices. According to Joyce and Calhoun<sup>[28]</sup>, peer coaching is the most effective method for transferring new learning to classroom practice.

Moreover, the National Staff Development Council acknowledged the role of coaching in developing teacher capacity. They emphasized the importance of educators working in teams, analyzing data, setting learning goals, designing evidence-based lessons, and accessing coaches to improve classroom instruction<sup>[29]</sup>. Coaching provides ongoing, contextualized support that significantly impacts teacher learning and practice<sup>[30,31]</sup>.

In the past few decades, developed countries have experienced a significant influx of people seeking to improve their quality of life due to financial crises. Countries such as the United States, Canada, and the UK have experienced a significant shift in classroom demographics. Many of these migrants fall into the category of English language learners<sup>[32]</sup>. More precisely, every 1 in 9 students has been identified as an ELL/ESL student<sup>[33]</sup>. In such scenarios, teachers need support when educating ELLs, and providing relevant professional development is one form of support<sup>[34]</sup>. According to Neufeld and Roper<sup>[21]</sup>, De Bellis<sup>[22]</sup>, and Nugent et al.<sup>[23]</sup>, many school districts in the United States choose coaching as a PD model over a traditional training model and have been successful in showing significant differences in their student population.

To develop literacy skills in young children, it's crucial to have an adult who can stimulate, scaffold, and respond to a child's efforts to learn. Both the school environment and explicit instructions provided by the teachers and the home literacy environment provided by the parents play a vital role in a child's literacy development. In a preschool environment, teachers can influence children's literacy development by using diverse vocabulary, reading books, and engaging children in conversations<sup>[35-37]</sup>. However, the fact that teachers' instructional practices are influenced by their educational experiences cannot be ignored<sup>[38,39]</sup>. Therefore, teacher preparation and ongoing assistance can significantly help teachers become aware of the specific skills and practices necessary to facilitate literacy development among children.

Continuing PD in early literacy is an essential practice recommended by the NAEYC to provide developmentally appropriate literacy experiences. Research suggests that teachers must regularly participate in training and preparation to

develop a strong understanding of early literacy learning and child development<sup>[40]</sup>. In line with this, the Committee on the Prevention of Reading Difficulties in Young Children has suggested that teachers should have ongoing support from colleagues and specialists and regular opportunities for self-reflection and examination<sup>[41,42]</sup>. Educators and researchers looking for more effective PD methods have explored alternative practices, such as coaching, to encourage teacher reflection. Studies have shown that retention of new information declines after three weeks of training<sup>[43,44]</sup>. While traditional workshops are suitable for increasing knowledge, they are ineffective in changing teacher behaviour. However, when workshops combine theory with modelling, practice, feedback, and follow-up coaching, they become more effective in improving teacher performance<sup>[45-47]</sup>. Coaching is an effective tool for enhancing professional skills, developing a shared language and common understanding necessary for acquiring new knowledge and providing the structure for follow-up training. This process encourages the acquisition and consolidation of strategies and skills<sup>[48-50]</sup>.

### 1.3. The Present Study

This study aimed to examine the effectiveness of professional development coaching and training models, as measured by the Early Language and Literacy Classroom Observation (ELLCO) tool<sup>[51]</sup>. More precisely, we aimed to investigate the effectiveness of a coaching model over a traditional training model when offered to elementary-level English literacy teachers. In a traditional investigation, the effectiveness or comparison of two models is tested either by teachers' performance, a self-report measure, or by examining students' performance. On the other hand, this particular study used a unique way of testing the efficacy of the coaching versus training model by observing teachers' in-class practices before and after receiving PDs using ELLCOs. All participating teachers from both instructional groups, coaching and training, were observed using ELLCOs to determine a change or improvement in their teaching and in-class practices. To take a balanced approach in including participants in the study, the first research question was to explore the relationship between teachers' levels and years of experience and their in-class teaching practices. More precisely:

1. Do the education level and years of experience of English language arts teachers affect their scores on ELL-

COs when observed before they receive literacy-based professional development workshops?

2. Are there any direct effects of receiving training on teachers' competencies of teaching English literacy when measured by ELLCOs? Furthermore, does the type of training, instructional coaching versus training, play a moderating role in this model?
3. To explore the effectiveness of instructional coaching over instructional training. More precisely, are there significant differences between teachers in the instructional coaching group and the instructional training groups?

## 2. Methods

### 2.1. Participants

This study recruited 80 qualified elementary-level English literacy teachers from private schools in Pakistan. The participating schools followed the Oxford or Cambridge curriculum and used the English medium (a complete English-based mode of instruction). Teachers were selected based on their areas of teaching. All of the participating teachers held at least a B.Ed. or M.Ed. degree. Demographic data were collected via a questionnaire described in the results section.

### 2.2. Measures

The following section describes the tools and training models used in the current study.

#### 2.2.1. Instructional Training Model

The training model consisted of four modules to deliver literacy-based workshops throughout the study. The primary investigator of the study designed and delivered these modules, which were themed on the following topics: phonology, decoding, vocabulary, and morphology. Topics to be covered and materials to be used in the workshops were decided based on the data collected for a large-scale study through a self-report measure called the Teachers Knowledge Survey (TKS). The PI of this study used a scaffolding technique to design each module, maintaining a chronological order of developing these sub-skills in English literacy acquisition. Each module is discussed in detail in the relevant section that follows.

**Phonology.** In this module, teachers learned explicit teaching techniques for phonics and letter-sound correspondence. They used rhyming and individual sound-based blending and segmenting techniques. Teachers followed a sequential order to teach specific word families, such as 'in,' 'at,' 'it,' etc. After teaching word families, they were trained to teach digraphs and trigraphs and then moved on to teaching longer words.

**Decoding.** This module was built on the phonology section, where teachers were trained on how to teach CVC words. An additional part of this module was to instruct teachers on how to recognize irregular words in the English vocabulary and the methods used to read them. For example, teachers were shown that irregular words in English vocabulary cannot be broken down into individual phonemes and then blended together again to form the original word. Therefore, irregular words are taught to be recognized and learned by memory.

**Vocabulary.** The vocabulary module was designed to help teachers decode word meanings using initial letter-sound practice and contextual understanding. Teachers learned that familiarity with spoken words, pronunciations, and spelling helps children form lasting memories of a word's meaning in their brains.

**Morphology.** The final module, morphology, addressed all the requirements for word-level modifications in sentences. Teachers were shown the importance of understanding and placing the articles and prepositions in a sentence when picking a morpheme from a list of multiple options for one root word. They were also introduced to both derivational and decompositional morphology in this module.

Each session lasted 6 h, including lunch and snack breaks.

### 2.3. Instructional Coaching Model

Teachers in the instructional coaching model received training sessions on materials and topics similar to those in the training group, followed by additional practice sessions and techniques that enabled them to receive further demonstrations from the trainers/coaches. Using the ideology behind a coaching model, teachers were offered hands-on activities that allowed them to practice the skill set they had received earlier during their module training sessions. They

received corrective feedback along with multiple examples of “how to teach each literacy sub-skill,” with demonstrations added to the feedback.

Each session lasted for an eight-hour workday, including lunch and snack breaks.

#### **2.4. Early Language and Literacy Classroom Observation—ELLCO**

The ELLCO consists of an observation tool and a teacher interview intended to supplement the observations. The observation encompasses 19 items organized into five main sections.

- Section I: Classroom Structure encompasses four components: classroom organization, children’s access to and use of materials, management practices, and adult roles and professional focus.
- Section II: The curriculum comprises three components that encompass the curriculum environment, teaching strategies, child autonomy, and acknowledgment and inclusion of diversity.
- Section III: The Language Environment encompasses four key aspects: the classroom discourse climate, opportunities for in-depth conversations, vocabulary expansion, and activities to enhance phonological awareness.
- Section IV: Books and Book Reading covers five items related to the organization and use of the book area, the characteristics of available books, the presence and use of books across different curriculum areas, and the quality and frequency of book reading.
- Section V: Print and Early Writing consists of three components that address the availability of writing materials, activities that promote awareness of print and its various purposes, teaching methods, and the use of environmental print.

For this study, all five sections were included in the observations. The ELLCO tool utilizes two primary subscales. The first subscale combines Sections I and II to assess the General Classroom Environment, while the Language and Literacy subscale is formed by combining Sections III–V. The Language and Literacy subscale has the most items (12), reflecting its emphasis, while the remaining items (7) are part of the General Classroom Environment subscale. Inter-rater

reliability was calculated to assess consistency, agreement, and accuracy between the two observers (raters) who conducted the observations. Their reliability scores on the first and second subscales are 0.82 and 0.78, respectively.

#### **2.5. Procedure**

This study received approval from the primary investigator’s Institution Research Ethics Board. The host institute that funded the research project has a section in its Research Ethics Application for research conducted internationally. The PI obtained the approval and included the approval letter (UREB # 2021-068) along with the invitation letter to the principals of the participating schools. They expressed their satisfaction after the initial review of the letter and provided written consent to the PI to conduct the study at their schools. No further ethics clearance was required to conduct research in the participating schools, as the initial IRB approval (mentioned above) was obtained, meeting international research standards and protocols. All materials used or presented during this process had prior approval from the UREB. Three private school campuses in Pakistan were contacted for the study. After receiving initial consent from the principals, teachers were sent invitation letters, consent forms, observation schedules, workshop details, and a demographic questionnaire about their backgrounds. A group of trained researchers, along with the primary investigator of the study, conducted classroom observations using the ELLCO tool kit for K–3. A pair of research assistants was assigned to each classroom, and they completed these observations, taking approximately 100–120 min, in each classroom. Since the teacher participants were divided into two conditions: traditional and coaching-based training, and observed twice, before and after training, the observers who conducted these observations were blinded to the condition. Aside from conducting the observations, these observers had no other input or participation at any point in the study.

These observations were conducted during their scheduled English language arts class to understand teachers’ classroom practices. Participating teachers were fully informed of the purpose of these observations. After completing the observations, participants were randomly assigned to an instructional training group and a coaching group. Since the materials and topics of the training sessions in both groups

were identical, there were no potential threats to validity or contamination across groups. Both groups took the TKS on the first day of their literacy workshop, part of the first study phase. This survey gathered information on their knowledge and perceptions of the components of teaching English language arts. As mentioned earlier, part of this study is taken from a large-scale longitudinal study. Therefore, the TKS scores and data are not used for any purpose of analysis in this paper. There were 4 modules designed to be delivered in literacy-based workshops based on the sequential and developmental order of the English language and literacy subskills. The study’s primary investigator, along with a team of trained researchers distinct from the observers who had previously conducted independent observations in the classrooms, provided an in-person comprehensive training and coaching program based on current theories and practices in language and early literacy development. Each module was delivered in a separate 6-h session/day, with a lunch and snack break included in the day. The first module covered phonemic awareness, its role in English, and how to explicitly teach it in elementary classrooms. The second focused on decoding and teaching techniques. The next addressed vocabulary teaching methods, and the last

covered morphological knowledge. Each module delivery was spaced 2 months apart, with brief check-ins to address any difficulties teachers faced in implementing the learned materials. The teachers in the instructional coaching model received training sessions based on materials and topics that were similar to those in the training group. However, in the coaching model, sessions were followed by numerous practice sessions and techniques. Teachers were given hands-on activities to practice the skills they had learned during their training sessions. They received corrective feedback, along with multiple examples of how to teach each literacy subskill, which included demonstrations. Following the final literacy workshop in both instructional groups, all participant teachers were scheduled for another in-class observation day using the ELLCO to determine any change in their teaching and classroom practices.

### 3. Results

The final analyses included all 80 teachers, 40 in each instructional group. Please see **Table 1**, which presents participants’ demographic information. The following describes the findings of each research question addressed in this paper.

**Table 1.** Participants’ Demographic Information, N = 80.

Questions	Responses
Highest degree completed	57 % M.Ed., 43% B.Ed.
Number of years of teaching as an ELA teacher	M = 6.51 (2.11)
Previous work experience	Office administrator and classroom teacher
Reading education courses	On average, 3 courses per year/teacher
Other certifications	Microsoft office, Google classroom, and other online teaching tools
Number of years at this school	M = 3.97 (1.26)

RQ 1: Does the education level and years of experience of English language arts teachers affect their scores on ELLCOs when observed before they receive literacy-based PD workshops?

This exploratory question aimed to determine whether teachers’ educational levels and years of experience impact their in-class practices. Scores from each ELLCO category were aggregated into subscales; for example, scores in classroom organization, content, management, and professional focus were combined into a ‘classroom structure’ score. Scores ranged from 5 (‘Exemplary’) to 1 (‘Deficient’). It was expected that teachers with higher degrees (e.g., M.Ed.) and more years teaching English language arts would score

higher. Since no interventions or training had occurred yet, teachers weren’t grouped for this analysis, but they were divided based on education level (B.Ed. vs. M.Ed.) and experience (1–2 years vs. 3–4 years). Two *t*-tests showed teachers with M.Ed. and 3–4 years of experience scored higher in classroom organization, management, overall language environment, books, and print and writing (Please see **Tables 2** and **3** for details).

RQ 2: Are there any direct effects of receiving training on teachers’ competencies of teaching English literacy when measured by ELLCOs? Furthermore, does the type of training, instructional coaching versus training, play a moderating role in this model?

**Table 2.** Mean comparisons of all the teachers’ scores received on ELLCO, divided into groups by their level of education.

Construct	Group	N	Mean	SD	t-Value & Sig.
Classroom structure	M.Ed.	46	35.11	6.99	12.12***
	B.Ed.	34	19.25	4.79	
Curriculum	M.Ed.	46	26.78	5.89	14.53***
	B.Ed.	34	14.18	2.18	
The language environment	M.Ed.	46	18.99	3.65	13.96***
	B.Ed.	34	9.48	1.92	
Books and reading	M.Ed.	46	54.23	7.54	17.78***
	B.Ed.	34	36.89	6.11	
Print and writing	M.Ed.	46	19.18	4.65	8.40***
	B.Ed.	34	13.85	2.18	

Note: \*\*\* =  $p$ -value < 0.001.

**Table 3.** Mean comparisons of all the teachers’ scores received on ELLCO, divided into groups by the number of years teaching English language arts.

Construct	Group	N	Mean	SD	t-Value & Sig.
Classroom structure	3 to 4 years	38	30.12	6.81	13.54***
	1 to 2 years	42	15.45	3.13	
Curriculum	3 to 4 years	38	22.10	4.87	10.87***
	1 to 2 years	42	10.18	1.13	
The language environment	3 to 4 years	38	15.45	2.54	8.89***
	1 to 2 years	42	8.15	1.64	
Books and reading	3 to 4 years	38	48.78	6.56	14.54***
	1 to 2 years	42	30.45	5.48	
Print and writing	3 to 4 years	38	11.12	2.85	5.21***
	1 to 2 years	42	8.45	1.98	

Note: \*\*\* =  $p$ -value < 0.001.

To answer this research question, a moderated mediation analysis (Model 7) was conducted using Process Macro in SPSS by Andrew Hayes. Moderated mediation analysis is a useful technique for determining if an indirect effect depends on the values of a moderating variable, where both moderation and mediation can occur together in the same model. Moderated mediation, also known as conditional indirect effects, occurs when the impact of an independent variable (variable A, pre-workshops ELLCO; in-class practices) on an outcome variable (variable C, post-workshop ELLCO; in-class practice) through a mediator variable (variable B, teacher training-data acquired at the bi-monthly check-ins) changes depending on the levels of a moderator variable (variable D, categorical, type of teacher intervention, instructional training versus coaching). In-class practices of teaching English literacy explained their competence with PD training, acting as a mediator of this relationship. The type of teacher intervention, coaching vs. training, moderated the relationship between PD workshops and teachers’ practices, with this relationship being significant only among

the instructional coaching group,  $R^2 = 0.73$ ,  $F_{(2, 78)} = 37.49$ ,  $p < 0.001$ . ELA teachers benefit from instructional coaching, as evidenced by the post-workshop ELLCO scores, which suggest a successful and effective implementation of their learning in the classroom (please see **Figure 1** for details).

RQ 3: To explore the effectiveness of instructional coaching over instructional training. More precisely, are there significant differences between teachers in the instructional coaching group and the instructional training groups?

Two paired sample  $t$ -tests over time were conducted between the group of teachers separated by the condition of the training they received during their PD workshops. The findings were consistent with our expectations, as all five sections of ELLCO showed significant changes over time for the teachers in the coaching group (see **Table 4** for details). The second analysis revealed significant changes only in two sections for the teachers in the training group: classroom structure,  $t_{(38)} = 3.12$ ,  $p < 0.001$ ,  $\eta^2 = 0.97$  and books and reading,  $t_{(38)} = 4.26$ ,  $p < 0.001$ ,  $\eta^2 = 0.67$  (see **Table 5** for details).

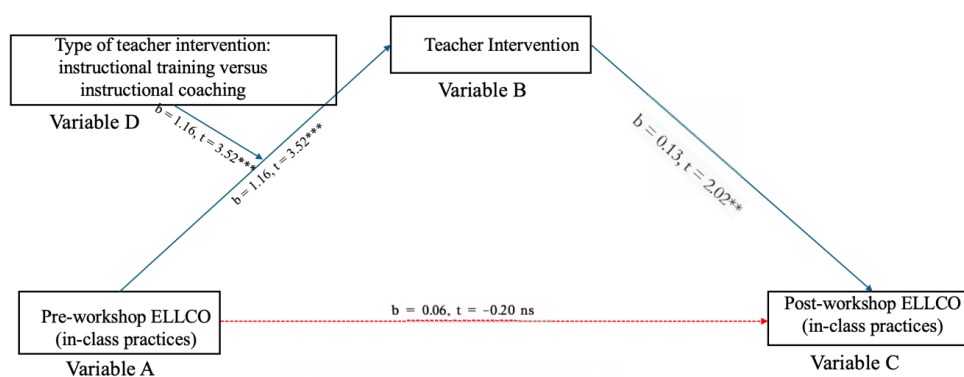


Figure 1. Conditional Process Model 7.

Note: \*\* =  $p$ -value < 0.01, \*\*\* =  $p$ -value < 0.001, ns = Not significant.

Table 4. Mean comparisons of the coaching group by time (pre- and post-workshop ELLCO scores).

Construct	Pre-Mean (SD)	Post-Mean (SD)	t-Value & Sig.	Effect Size
Classroom structure	38.14 (5.48)	50.53 (8.11)	10.12***	0.724
Curriculum	25.48 (5.13)	33.78 (7.45)	9.48***	0.697
The language environment	20.15 (7.54)	28.89 (8.65)	11.96***	0.786
Books and reading	53.23 (9.48)	71.12 (12.54)	15.88***	0.866
Print and writing	20.15 (6.87)	33.85 (8.65)	8.40***	0.644

Note: \*\*\* =  $p$ -value < 0.001.

Table 5. Mean comparisons of the teaching group by time (pre- and post-workshop ELLCO scores).

Construct	Pre-Mean (SD)	Post-Mean (SD)	t-Value & Sig.	Effect Size
Classroom structure	25.19 (6.86)	33.58 (10.14)	2.12**	0.97
Curriculum	21.88 (7.56)	23.89 (8.18)	1.13	0.26
The language environment	18.99 (3.65)	20.78 (6.65)	1.78	0.33
Books and reading	48.18 (8.48)	62.56 (11.54)	7.78***	0.669
Print and writing	19.18 (4.65)	22.13 (7.36)	1.86	0.48

Note: \*\* =  $p$ -value < 0.01, \*\*\* =  $p$ -value < 0.001.

## 4. Discussion

The primary objective of this study was to address the gap in the literature concerning elementary-level literacy teachers' proficiencies, the training they receive, and the implications of these materials in their teaching. The secondary goal was to identify potential differences among teachers grouped by instructional variables. Additionally, we aimed to assess how receiving instructional coaching compared to training influences teachers' literacy teaching practices and the overall classroom environment. Scores received on ELLCO at both pre- and post-workshop observations, as well as bi-monthly check-ins, were the decisive factors in estimating the effectiveness of the training and coaching models and in calculating existing differences between the two groups.

During the early stages of literacy development, children need to acquire essential metalinguistic skills and an

understanding of the alphabetic principle to grasp reading and writing successfully. This foundational knowledge is particularly vital for languages with complex orthographic patterns and irregularities, such as English and French, as explicit teaching and learning methods are often necessary to effectively navigate these complexities. One will only expect children to achieve strong literacy skills if they receive explicit instructions directly targeted to teach such skills. Teachers' up-to-date knowledge is one of the most critical variables in attaining the targets set for children's performance on all literacy measures. Fortunately, the research emphasizes focused, professional literacy-based PD for elementary teachers, providing explicit, systematic instructional guidance in phonemic awareness and orthographic principles. Hence, the teacher participants not only received explicit instructional training in the fundamental aspects of English literacy acquisition but also received an additional level of

training under the "coaching model." This involved extra demonstrations of how to teach specific topics and subskills, along with examples and corrective feedback. Although providing teachers with coaching-based training has been proven to be more effective in enhancing their literacy teaching, the literature lacks evidence targeting the specific language and literacy improvement context. Therefore, the current study used an additional level of training, offered to a randomly selected 50% of the study's sample population, to evaluate the impact of the coaching model relative to the widely used traditional instructional model.

The PD for teachers in many developing countries, such as Pakistan, tend to prioritize addressing behavioural issues in classrooms, often neglecting the importance of foundational reading skills. This study sheds light on the significance of not only equipping teachers with a robust background knowledge, which can significantly enhance their teaching abilities and contribute to the reading success of children, particularly in the case of non-native English teachers and learners, but also exploring the most effective training tool urgently needed to be introduced in the ESL teaching context. The subsequent section will thoroughly examine the study's findings in relation to each research question and their implications for the broader literature and the educational community.

### **The Education Level and Years of Experience of English Language Arts Teachers and Their Effect on Their Classroom Practices**

The current study found that teachers with three to five years of experience teaching English Language Arts and holding a master's degree in education scored significantly higher on the ELLCO than those with only a bachelor's degree and shorter teaching experience. The expertise gained through the completion of an advanced degree and additional years of experience proved valuable in explaining teachers' in-class practices. However, it is not feasible to guarantee that all schools hire teachers who have completed higher education degrees before starting their teaching positions. To address this uncontrollable issue, we offered all participating teachers bi-monthly training focused on the core skills of English literacy instruction. Teachers were assigned to either an instructional training group or an instructional coaching group. Neither their degree level nor the number of years of experience accounted for their placement in the PD instructional

group. The initial data from the first ELLCO administration was used solely to establish a baseline for participating teachers, enabling further analysis and helping identify any factors beyond years of teaching experience and qualification level. However, previous research recommends that disciplinary literacy coaches must evaluate teachers' knowledge bases to determine where to begin coaching and what support to offer<sup>[32,41,42]</sup>. Effective coaching involves understanding four key knowledge areas: students, pedagogy, literacy, and the subject discipline. By assessing a teacher's strengths and needs in these interconnected domains, shaped by their qualification, education and experience, coaches can customize their sessions to align with teachers' current levels. Although these domains are closely linked and difficult to isolate, starting with one area provides a straightforward initial focus for coaching. Therefore, the focus of this study's professional development was to provide training on core literacy skills based on information gathered through TKS and ELLCO from the first observational set, and to explore the effectiveness of the training models used.

### **Effects of Receiving Training and the Type of Training on Teachers' Competencies in Teaching English Literacy**

The results indicated that the type of teacher intervention, coaching versus training, moderated the relationship between PD workshops and teachers' practices, with this relationship being significant only among the instructional coaching group. This meant ELA teachers benefited from instructional coaching, as also reflected in the post-workshop ELLCO scores. These findings further suggest a successful and effective implementation of their learning in the classroom. It is also noteworthy that 73% of the variance is attributed to this model due to the specific type of training, indicating a ceiling effect, as expected, since the teacher participants have not received similar training in their careers. This ceiling effect could also reflect enthusiasm for demonstrating positive change, in an effort to make such trainings and PDs a permanent annual protocol.

However, achieving this high variance is not impossible, as some studies in the literature have demonstrated a notable change in behaviour using similar models or experimental conditions. Our findings aligned with a study where coaching and materials were incorporated into PD; notable differences emerged in teacher and student surveys concerning the amount of group work and teacher modelling<sup>[41]</sup>,

including both coaching and materials, which resulted in a significant enhancement in the quality of group and seatwork, with a modest improvement observed in whole-class activities instruction. The consistency between the findings of the discussed study and the current study highlights the importance of carefully selecting the material used for PD and the type of PD participants receive to assess their effectiveness. This connection underscores the broader implications for professional development practices.

Many teachers often express difficulty in balancing their belief that they are responsible for student learning with their lack of confidence in teaching literacy. In this study, teachers also shared during their bi-monthly check-ins how challenging their initial teaching phases were. Although they managed to overcome these challenges after gaining some months of experience in teaching English literacy, they were open about these struggles. They also noted that traditional training helped them understand the materials and their relevance to core literacy skills, but it did not fully build their confidence in classroom practices or in directly applying these strategies. Nonetheless, they expressed a desire to implement teaching methods learned during traditional training, especially in the early literacy years. The effect of coaching has also been seen in another study by Howe and Barry<sup>[40]</sup>, in which participants reported being responsible for student learning but were uncertain about their ability to teach literacy in their subjects or to struggling learners. After nine months of Collaborative Literacy Coaching, their confidence grew as they experimented with new strategies, leading to a positive feedback loop: teachers implemented new approaches, students showed progress, and teachers felt more successful, which further increased their confidence. The check-ins from the instructional coaching group were supported by the findings of Howe and Barry's study<sup>[40]</sup>. Therefore, it is also important to consider how the number and duration of PD workshops offered during an academic year influence their overall effectiveness.

For instance, in the US, support for ongoing, collaborative, and job-embedded professional learning is still lacking. Most PD has been reported as brief, missing the sustained time, follow-up, and reinforcement crucial for meaningful learning. As a result, many teachers find their PD inadequate, especially in key areas such as classroom management, special-needs education, and subject-specific skills<sup>[1]</sup>. Inter-

national comparisons show that while U.S. teachers attend workshops and short programs at rates similar to those of OECD countries, they have significantly fewer opportunities for ongoing learning, collaborative research, and peer mentoring. The government lacks sufficient opportunities for extended learning, research, mentorship, peer coaching, or collective input on curriculum and assessment. Other developing countries are no different or better when it comes to providing these PDs to teachers, which are funded and supported by the government.

For example, a qualitative study explored how Reading First Literacy Coaches adapted their literacy coaching to address the cultural and linguistic needs of Hispanic English language learners (ELLs) across 30 elementary schools along the US–Mexico Border<sup>[52]</sup>. Data were collected from the coaches via written surveys and a focus group. The coaches' practices revealed three key themes: 1) an understanding of bilingual programs and the theories behind them; 2) the support provided to teachers of ELLs through shared knowledge and experiences; and 3) challenges faced in meeting the needs of Hispanic ELL teachers. This research supported the literature by describing and contextualizing the role of instructional coaches and offering practical guidance for schools aiming to enhance their teachers' capacity to support ELLs. Recommendations included recruiting coaches with particular dispositions and strengthening the PD of staff coaches who work at the moment. Teachers in both groups of the current study reported at the end of each check-in how strongly and how frequently they wanted to be offered placements in such professional development programs, especially instructional coaching.

### **The Effectiveness of Instructional Coaching over Instructional Training**

It is very common to expect that teachers will perform differently and better after receiving continuous training in any field. Similarly, in the field of literacy education, mentored teachers will likely show noticeable differences in literacy practices compared to non-mentored teachers, particularly in classroom organization and language support strategies. This underscores the importance of early childhood teacher training, emphasizing enriched literacy environments and a variety of literacy activities. Consequently, for instance, teachers have adopted practices such as organizing classrooms for literacy, integrating literacy with other subjects, supporting

literacy at home, and employing effective assessment methods and strategies<sup>[52–55]</sup>. Building on the previous findings, it is evident that ongoing professional development, especially instructional coaching, plays a crucial role.

Supporting this, another study examined how PD influences teachers' knowledge and enhances early language and literacy practices in both center-based and home-based care settings. Results indicated that PD alone yields limited improvements in quality practices, but combining coursework and coaching may be a worthwhile investment in improving early childhood education<sup>[44,56,57]</sup>.

To reinforce the current study's findings, which were carried out in an ESL setting, a separate study examined how a novice teacher improved their skills to assist English learners (ELs) with support from an EL facilitator<sup>[45]</sup>. Their collaborative coaching provided the teacher with practical tools and strategies to boost ELs' literacy and comprehension in content classes. The research underscores the significance of EL-focused mentorship for new teachers in linguistically diverse schools, showing how such support can help teachers make better instructional decisions and utilize school resources effectively. Although this level of intensive support may not be broadly available in underdeveloped countries and schools of low SES, the findings underscore the value of targeted teacher induction in linguistically diverse, resource-limited school settings.

Finally, De Alba-Johnson and colleagues<sup>[41]</sup> examined how an early literacy coaching model impacts teaching behaviours and classroom environments among preschoolers. Thirty-six high-poverty Midwest centers were randomly assigned to coaching and control groups. The coaching group received thirteen months of training plus ongoing coaching, while the control group only received training. Both groups were observed using the ELLCO. Results showed the coaching group outperformed the control on the ELLCO and improved more over time. Overall, findings revealed significant gains in the classroom environment and in teachers' literacy behaviours in centers with ongoing coaching<sup>[43]</sup>. Collectively, the studies discussed, including the current one, suggest that sustained coaching efforts can meaningfully enhance early literacy instruction in underserved school settings.

Additionally, a key piece of qualitative data from bi-monthly check-ins revealed teachers' frustration with the

independent preparation of the worksheets related to the topic and skill being taught during those weeks. New or inexperienced teachers commonly reported this issue, which reflects their unpreparedness and lack of knowledge and experience in the field, further underscoring the urgent need for ongoing, literacy-based professional development. It is also common for novice teachers to lack classroom management skills and hesitate to facilitate the ongoing topic because they have not yet developed effective strategies for organizing students or managing their behaviour appropriately, as reflected through their ELLCO evident in other studies<sup>[58–60]</sup>. Placing participating teachers in instructional coaching improved their confidence in leading team discussions and enhanced the quality of modelling during read-aloud sessions. Furthermore, it is recommended that educators review policies to improve pre-service education for elementary-level English teachers. The results of the current study also highlight the need to overhaul curricula for preservice teachers and incorporate targeted training, underscoring the importance of better preparing teachers for classroom challenges directly linked to successful literacy development.

As mentioned above, one of the primary goals of the study was to fill a literature gap regarding elementary-level literacy teachers' proficiencies, training, and the implications of the material. Therefore, many parts of the study were exploratory to establish a foundation. These exploratory steps also represent some limitations of the study, which can be addressed in future research. Within the exploratory context, we sought to highlight some of the traditions of Eastern and developing countries for the teacher population, mainly focused on classroom behavioural issues, and many studies have reported this as a key element of their PD. For instance, researchers have talked about the quality of educators, especially teachers, which is crucial to achieving the goal of education: transforming students into individuals of faith, devotion, noble character, health, capability, creativity, and independence, while preparing them to be responsible democratic citizens<sup>[61]</sup>. This has often been an overlooked aspect of teacher competence in Eastern and developing cultures. Many elementary schools, particularly in rural regions, encounter difficulties in such areas. Factors like limited teacher engagement, insufficient parent collaboration, and low involvement in community activities indicate poor social skills. These challenges impede learning and weaken the school's social fabric, thereby affect-

ing overall student growth. Therefore, an emerging method that has received the most support is coaching, as a collaborative process that fosters growth through reflection and guidance. It emphasizes trust, strengths, and self-improvement, promoting balanced, open interactions between supervisors and teachers<sup>[61-64]</sup>. Additionally, supervision through these coaching sessions should enhance teachers' capacities, with coaching supporting communication and empowerment. It has also reaffirmed coaching's role in fostering a positive, growth-oriented school culture. This research offers a unique contribution by identifying an effective method for delivering quality literacy instruction guided by a validated coaching model.

## 5. Conclusions

Teachers' instructional methods are influenced by their education, underscoring the importance of proper preparation and ongoing support in developing effective literacy-promoting practices. In many developing countries, such as Pakistan, teachers, especially ELA teachers, often attend annual PD workshops that focus mainly on training techniques rather than sustained skill development. This study highlights the impact of instructional coaching for private school ELA teachers in Pakistan, showing measurable improvements in their skills as measured by ELLCO assessment scores. These findings suggest that integrating coaching models that enhance teachers' practices to support literacy development can strengthen classroom practices and predict overall teacher effectiveness. Implementing such models may enhance early literacy development in young children, setting the foundation for their future academic success.

## Author Contributions

Conception, design, data collection, analysis, and writing: A.M.; manuscript preparation: E.A. Both authors have read and agreed to the published version of the manuscript.

## Funding

This research was funded by Mount Saint Vincent University's New Scholar Grant, grant number 42-0-140435.

## Institutional Review Board Statement

This study received approval from the Institutional Review Board of Mount Saint Vincent University (UREB # 2021-068). This application and clearance included an additional section for international research and met all required standards.

## Informed Consent Statement

Informed consent was obtained from all individual participants involved in the study.

## Data Availability Statement

The data can be made available upon special request; this will require additional steps, such as obtaining permission from the UREB, the involved schools' principals, and participants. The authors ensure that the data were collected in accordance with strict ethical standards and funder requirements.

## Conflicts of Interest

The authors have declared no conflict of interest.

## AI Use Statement

The authors declare that no artificial intelligence (AI) tools were used in the preparation of this manuscript.

## References

- [1] Siddiqui, K.A., Mughal, S.H., Soomro, I.A., et al., 2021. Teacher training in Pakistan: Overview of challenges and their suggested solutions. *IJORER: International Journal of Recent Educational Research*. 2(2). DOI: <https://doi.org/10.46245/ijorer.v2i2.91>
- [2] Owocki, G., 2001. *Make Way for Literacy: Teaching the Way Young Children Learn*. Heinemann Educational Books: Portsmouth, NH, USA.
- [3] Snow, C.E., 2017. Early literacy development and instruction: An overview. In: Kucirkova, N., Snow, C.E., Grøver, V., et al. (Eds.). *Routledge International Handbook of Early Literacy Education: A Contemporary Guide to Literacy Teaching and Interventions in a Global Context*. Routledge: London, UK; New York,

- NY, USA. pp. 5–13.
- [4] Yoshikawa, H., Weiland, C., Brooks-Gunn J., 2013. Does reading to children enhance their educational success? *Child Indicators Research*. 6(2), 321–344.
- [5] Yoshikawa, H., Weiland, C., Brooks-Gunn, J., 2016. When does preschool matter? *The Future of Children*. 26(2), 21–35.
- [6] Zimmerman, S.S., Rodriguez, M.C., Rewey, K.L., et al., 2008. The impact of an early literacy initiative on the long-term academic success of diverse students. *Journal of Education for Students Placed at Risk*. 13(4), 452–481.
- [7] Neuman, S.B., Dickinson, D.K. (Eds.), 2013. *Handbook of Early Literacy Research*. Guilford Press: New York, NY, USA.
- [8] Ehri, L.C., Sweet, J., 1991. Finger point-reading of memorized text: What enables beginners to process the print? *Reading Research Quarterly*. 26(4), 442–462.
- [9] Neuman, S.B., Copple, C., Bredekamp, S., 1998. Learning to read and write: Developmentally appropriate practices for young children. *National Association for the Education of Young Children*. 53(4), 30–46.
- [10] Almeida, F.V.A.D., 2016. *Early Reading Skills in Low Socioeconomic Status At-Risk English Language Learners [PhD Thesis]*. Universidade Federal de Santa Catarina: Florianópolis, Brazil.
- [11] Whitehurst, G.J., Lonigan, C.J., 2003. Emergent literacy: Development from pre-readers to readers. In: Neuman, S.B., Dickinson, D.K. (Eds.). *Handbook of Early Literacy Research*, Vol. 1. Guilford Press: New York, NY, USA. pp. 11–29.
- [12] Wray, D., Medwell, J., Fox, R., et al., 2000. The teaching practices of effective teachers of literacy. *Educational Review*. 52(1), 75–84.
- [13] Zein, M.S., 2015. Preparing elementary English teachers: Innovations at pre-service level. *Australian Journal of Teacher Education*. 40(6), 104–120.
- [14] Selvi, A.F., Yazan, B., Mahboob, A., 2024. Research on “native” and “non-native” English-speaking teachers: Past developments, current status, and future directions. *Language teaching*. 57(1), 1–41.
- [15] Anderson, J., 2021. *Eight Expert Indian Teachers of English: A Participatory Comparative Case Study of Teacher Expertise in the Global South [PhD Thesis]*. University of Warwick: Coventry, UK.
- [16] Karani, A., Miriam, K.N., Nge’no, J., 2022. How are teachers trained for teaching competence-based grade four agriculture? A case study of public primary schools in Njoro sub-county, Nakuru County. *International journal of education, technology and science*. 2(3), 399–414.
- [17] Shoaib, M., Ayaz, N., 2021. A study on the challenges face by teachers in teaching English in multilingual classroom at secondary level in public schools of Li-aquatabad town Karachi. *Pakistan Journal of Educational Research*. 4(4). DOI: <https://doi.org/10.52337/pjer.v4i4.379>
- [18] Sari, A., Rachmajanti, S., Anugerahwati, M., 2024. The Impact of CLIL on Students’ English Skills and Competences in Primary School. *JEELS (Journal of English Education and Linguistics Studies)*. 11(1), 405–427.
- [19] Lamb, M., Coleman, H., 2008. Literacy in English and the transformation of self and society. *International Journal of Bilingual Education and Bilingualism*. 11(2), 189–205.
- [20] Van Nieuwerburgh, C., Barr, M., 2017. Coaching in education. In: Bachkirova, T., Spence, G., Drake, D. (Eds.). *The SAGE Handbook of Coaching*. Sage: London, UK. pp.505–520.
- [21] Neufeld, B., Roper, D., 2003. *Expanding the Work: Year II of Collaborative Coaching and Learning in the Effective Practice Schools*. Education Matters: Cambridge, MA, USA.
- [22] De Bellis, M.W., 2004. *School-Based Coaching: An Interpretive Study of One Model of Professional Development [PhD Thesis]*. University of Texas at El Paso: El Paso, TX, USA.
- [23] Nugent, G., Houston, J., Kunz, G., et al., 2023. Analysis of instructional coaching: What, why and how. *International Journal of Mentoring and Coaching in Education*. 12(4), 402–423.
- [24] Visone, J.D., 2022. What teachers never have time to do: Peer observation as professional learning. *Professional development in education*. 48(2), 203–217.
- [25] Wagner, T., 2010. *The Global Achievement Gap: Why Even Our Best Schools Don’t Teach the New Survival Skills Our Children Need, and What We Can Do about It*. Basic Books: New York, NY, USA.
- [26] Cilliers, J., Fleisch, B., Kotze, J., et al., 2022. Can virtual replace in-person coaching? Experimental evidence on teacher professional development and student learning. *Journal of Development Economics*. 155, 102815.
- [27] Wright, C.R., 2019. *Teacher Perception of Professional Development and Impact on Instructional Practice [PhD Thesis]*. Virginia Tech: Richmond, VA, USA.
- [28] Joyce, B., Calhoun, E.F., 2019. Peer coaching in education. In: Zepeda, S.J., Ponticell, J.A. (Eds.). *The Wiley Handbook of Educational Supervision*. Wiley-Blackwell: Hoboken, NJ, USA. pp. 307–328.
- [29] Hirsch Jr., E.D., 2009. *The Making of Americans: Democracy and Our Schools*. Yale University Press: New Haven, CT, USA.
- [30] Darling-Hammond, L., Richardson, N., 2009. Teacher learning: What matters? *Educational Leadership*. 66(5), 46–53.
- [31] Knight, J., 2009. *Instructional coaching*. In *Coaching: Approaches and Perspectives*. Corwin Press: Newbury Park, CA, USA. pp. 29–55.
- [32] Escamilla, K., 2007. *Considerations for Literacy*

- Coaches in Classrooms with English Language Learners. Literacy Coaching Clearinghouse: Urbana, IL, USA.
- [33] Goldenberg, C., 2008. Teaching English language learners. *American educator*. 32(2), 8–44.
- [34] Tran, Y.K., 2014. Professional development and teacher efficacy. *Multicultural Education Review*. 6(2), 81–116.
- [35] Alatalo, T., Westlund, B., 2021. Preschool teachers' perceptions about read-alouds. *Journal of Early Childhood Literacy*. 21(3), 413–435.
- [36] Cabell, S.Q., Justice, L.M., McGinty, A.S., et al., 2015. Teacher–child conversations in preschool classrooms. *Early Childhood Research Quarterly*. 30(Part A), 80–92.
- [37] Dickinson, D.K., 2002. Shifting images of developmentally appropriate practice. *Educational Researcher*. 31(1), 26–32.
- [38] Kontos, S., Wilcox-Herzog, A., 2002. Teacher Preparation and Teacher-Child Interaction in Preschools. ERIC Clearinghouse on Elementary and Early Childhood Education: Champaign, IL, USA.
- [39] Davis, M.H., McPartland, J.M., Pryseski, C., et al., 2018. The effects of coaching on English teachers' reading instruction practices. *Literacy Research and Instruction*. 57(3), 255–275.
- [40] Howe, K.S., Barry, A.L., 2014. Change in teacher efficacy as a result of collaborative literacy coaching. *Journal of Educational Research and Innovation*. 3(1), 2.
- [41] De Alba-Johnson, N.F., Rodriguez, M., Arias, L., et al., 2004. Is professional training enough? In *Proceedings of the American Educational Research Association Annual Meeting*, San Diego, CA, USA, 12–16 April 2004.
- [42] Neuman, S.B., Cunningham, L., 2009. The impact of professional development and coaching. *American Educational Research Journal*. 46(2), 532–566.
- [43] Daniel, S.M., Pray, L., 2017. Learning to teach English language learners: A study of elementary school teachers' sense-making in an ELL endorsement program. *TESOL Quarterly*. 51(4), 787–819.
- [44] Medrich, E., Charner, I., 2017. *Educator-Centered Instructional Coaching Practices that Work: Lessons from PIIC Research*. Pennsylvania Institute for Instructional Coaching & FHI 360: Narberth, PA, USA.
- [45] Bambrick-Santoyo, P., 2025. *Get Better Faster 2.0: A 90-Day Plan for Coaching New Teachers*. Jossey-Bass: San Francisco, CA, USA.
- [46] Healy, A.F., Sinclair, G.P., 1996. The long-term retention of training and instruction. In: Bjork, E.L., Bjork, R.A. (Eds.). *Memory*. Academic Press: Cambridge, MA, USA. pp. 525–564.
- [47] Kim, J.W., Ritter, F.E., Koubek, R.J., 2013. An integrated theory for improved skill acquisition and retention. *Theoretical Issues in Ergonomics Science*. 14(1), 22–37.
- [48] Hemmeter, M.L., Hardy, J.K., Schnitz, A.G., et al., 2015. Effects of training and coaching with performance feedback on teachers' use of *pyramid* model practices. *Topics in Early Childhood Special Education*. 35(3), 144–156.
- [49] Grant, P.A., Young, E.E., Montbriand, C., 2001. *Professional Development for Teachers of Reading*. North Central Regional Educational Lab.: Oak Brook, IL, USA.
- [50] Smith, M.W., Dickinson, D.K., Sangeorge, A., et al., 2002. *Early Language & Literacy Classroom Observation (ELLCO) Toolkit, Research Edition [with] User's Guide*. Paul H. Brookes: Baltimore, MD, USA.
- [51] Rodríguez, A.D., Abrego, M.H., Rubin, R., 2014. Coaching teachers of English language learners. *Reading Horizons: A Journal of Literacy and Language Arts*. 53(2), 5.
- [52] Bean, R.M., Goatley, V.J., 2020. *The Literacy Specialist: Leadership and Coaching for the Classroom, School, and Community*. Guilford Press: New York, NY, USA.
- [53] Ortlieb, E., Grote-Garcia, S., Pletcher, B., et al., 2023. How teachers do and don't address issues of diversity in literacy instruction. *Reading Psychology*. 44(5), 563–587.
- [54] Silva-Peña, I., Precht, A., O'Brien, T.V., et al., 2022. Far away, but yet so close. Urban teacher education and rural schools: Directors' point of view. *International Journal of Inclusive Education*. 26(10), 1053–1067.
- [55] Rowan, L., Bourke, T., L'Estrange, L., et al., 2021. How does initial teacher education research frame the challenges of preparing future teachers for student diversity in schools? A systematic review of literature. *Review of Educational Research*. 91(1), 112–158.
- [56] Kerry-Moran, K.J., 2021. A dilemma for the teacher educator: Navigating the 21st-century literacy landscape. In: Kerry-Moran, K.J., Narey, M.J. (Eds.). *Sense-Making: Problematizing Constructs of Literacy for 21st Century Education*. Springer: New York, NY, USA. pp. 37–53.
- [57] Clark, S.K., Andreasen, L., 2021. Exploring elementary teacher self-efficacy and teacher beliefs: Are we preparing teachers to teach culturally diverse students? *Asia-Pacific Journal of Teacher Education*. 49(1), 128–142.
- [58] Cassidy, J., Ortlieb, E., Grote-Garcia, S., 2021. What's hot in literacy: New topics and new frontiers are abuzz. *Literacy Research and Instruction*. 60(1), 1–12.
- [59] Sugandi, L., Wasliman, E.D., 2025. Coaching method-based supervision management to improve teachers' social competence in elementary schools. *Jurnal Konseling Pendidikan Islam*. 6(2), 103–116.
- [60] Abubakari, M.S., Nurkhamid, Hungilo, G., 2021. Evaluating an e-Learning Platform at Graduate School

- Based on User Experience Evaluation Technique. *Journal of Physics: Conference Series*. 1737(1), 012019. DOI: <https://doi.org/10.1088/1742-6596/1737/1/012019>
- [61] Abulhul, Z., 2021. Teaching Strategies for Enhancing Student's Learning. *Journal of Practical Studies in Education*. 2(3), 1–4. DOI: <https://doi.org/10.46809/jpse.v2i3.22>
- [62] Lee, Y.-Y., Lemberger-Truelove, M., 2024. A Phenomenological Study of Federally Funded School Counsellor Educators' Non-Dual Educator-Counsellor and Antiracist School Counsellor Identity. *Teaching and Supervision in Counselling*. 6(2), 5. DOI: <https://doi.org/10.7290/tsc06laaw>
- [63] Rusdiah, N., Sholiha, S.A., 2024. Excellent service: The role of the learning management system in improving the quality of education in madrasah. *Proceedings of the International Conference on Education, Society, and Humanity*. 2(1), 610–617.
- [64] Habsy, B.A., Valencya, N., Mayassary, Z.N., et al., 2024. Application of role playing techniques in the context of group coaching. *Jurnal Kajian Pendidikan Dan Psikologi*. 1(3), 228–236. DOI: <https://doi.org/10.61397/jkpp.v1i3.133>