Partnership Instructional Coaching and Biography-driven Instruction: Enhancing EFL Teacher Effectiveness

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Abstract

This quasi-experimental study examined the impact of Partnership Instructional Coaching (PIC) combined with Biography-Driven Instruction (BDI) on English as a Foreign Language (EFL) teachers' practices and third-grade emergent bilinguals' language proficiency in Ecuador. Involving six EFL teachers and 178 students across four private schools, the study used pre- and post-tests (Pre-A1 Starters) to measure proficiency in reading, writing, listening, and speaking. The coached group (PIC+BDI) showed a 20% greater improvement in speaking and 15% in vocabulary compared to the BDI-only group, with a significant interaction effect ($F(1,80)=39.22$, $p<.001$, $\eta p^2=0.33$). BDI, leveraging teachers' cultural and linguistic backgrounds, proved effective, with coaching amplifying outcomes through targeted feedback. This suggests PIC+BDI is a robust approach for EFL contexts, particularly when tailored to teachers' biographies.

Keywords: Partnership instructional coaching, English as a foreign language, Biography-driven instruction, emergent bilinguals, teacher professional development

1. Introduction

English as a Foreign Language (EFL) education evolves rapidly due to globalized curricula and policy shifts, demanding adaptive teaching strategies. The integration of English into elementary school curricula started approximately three decades ago in countries like China and Singapore (Canh & Chi, 2012; Carless, 2003; Redacción, 2016; Spolsky & Moon, 2012), and it has now spread across continents. This expansion, among other innovations, presents both challenges and opportunities for EFL stakeholders, including teachers, teacher educators, and researchers. For classroom teachers, in particular, this evolving context requires ongoing professional growth. Teacher Professional Development (TPD), in its diverse forms, remains a vital tool in ensuring the successful implementation of curriculum innovations and in supporting teachers in navigating the changing realities of EFL education.

Effective Teacher Professional Development (TPD) needs theoretically grounded and research-based practices to foster teachers' professional growth and career advancement. Instructional coaching (IC), a specific form of TPD, has demonstrated potential in enhancing teaching practices and student learning across various disciplines, including foreign language, STEM, and the arts (Blachowicz et al., 2005; International Literacy Association, 2018; Kraft et al., 2018; Murray et al., 2009; Teemant, 2014). Notably, the Partnership Instructional Coaching (PIC) model offers a collaborative approach where coaches and teachers work as partners to improve student learning (D. Knight et al., 2018; J. Knight, 2018). Given its successful implementation across diverse content areas, the PIC model may hold promise for supporting emergent bilinguals in their language learning journey.

The Partnership Instructional Coaching (PIC) model fosters collaboration through dialogue and reflection (J. Knight, 2009a), enhanced by Biography-Driven Instruction (BDI). BDI, rooted in sociocultural theory, leverages teachers' cultural, linguistic, cognitive, and academic backgrounds to tailor coaching (Herrera, 2016). For example, BDI uses teachers' personal histories to design culturally relevant lessons, aligning with Vygotsky's Zone of Proximal Development for scaffolded learning. PIC complements this by providing structured feedback, ensuring BDI's phases—activation, connection, and affirmation—are effectively implemented. This synergy personalizes professional development, potentially improving emergent bilinguals' linguistic and academic outcomes in EFL settings.

2. Literature Review

High-quality teacher professional development (TPD) is critical for enhancing educational quality and student outcomes. Research shows that effective TPD improves teacher knowledge, pedagogical skills, and classroom practices, fostering engaging learning environments (Darling-Hammond et al., 2017; Yoon et al., 2007). Collaborative TPD models, such as professional learning communities, enable teachers to share best practices and adapt to diverse student needs (Avalos, 2011; Guskey & Yoon, 2009). By prioritizing continuous

learning, TPD equips teachers to address complex educational challenges, enhancing student academic, psychological, and emotional growth (Farrel & Ives, 2015; Van der Klink et al., 2017). Teachers' commitment to refining content knowledge, pedagogy, data analysis, and technology integration underscores TPD's multifaceted role in fostering expertise (Great Schools Partnership, 2013).

2.1 Teacher Coaching as a Response to One-Shot Professional Development

Teacher Coaching as a Response to One-Shot Professional Development Traditional one-shot workshops often lack relevance to classroom realities, offering superficial training (Sykes, 1996). In contrast, effective TPD emphasizes active learning, content focus, and sustained support through follow-up coaching (Avalos, 2011; Desimone & Pak, 2016). Coaching facilitates skill transfer by providing guidance, feedback, and reflection, ensuring teachers apply new strategies effectively (Joyce & Showers, 1982; J. Knight, 2009a). Grounded in Vygotsky's sociocultural learning theory, coaching leverages collaborative dialogue to scaffold teacher growth within their zone of proximal development (Vygotsky, 1978). Similarly, Knowles' adult learning theory highlights the importance of self-directed, practical learning, aligning with coaching's emphasis on teacher agency (Knowles, 1980). Teacher coaching (TC) encompasses models like peer coaching, cognitive coaching, content coaching, and instructional coaching (IC). For EFL contexts, IC's collaborative partnership model, where coaches and teachers co-plan and address specific student needs, is particularly effective due to its focus on tailored pedagogical strategies (J. Knight, 2019). Unlike peer coaching, which may lack expert guidance, IC ensures coaches with deep methodological knowledge support teachers, enhancing language instruction efficacy (Kohler et al., 1997; J. Knight, 2009b).

2.2 Impact of Instructional Coaching

Impact of Instructional Coaching Instructional coaching (IC) significantly improves teacher practices, with a meta-analysis of 60 studies reporting a 0.49 standard deviation effect size on instructional techniques (Kraft et al., 2018). However, student achievement gains are smaller (0.18 standard deviations), suggesting that substantial teacher practice changes are needed for significant student outcomes (Desimone & Pak, 2016; D. Knight et al., 2018). In EFL settings, peer coaching fosters camaraderie but often lacks the expert-driven support IC provides, which is critical for mastering complex language teaching methodologies (Andrade et al., 2017; J. Knight, 2012). IC's strength lies in its alignment with sociocultural and adult learning theories, promoting reflective practice and sustained professional growth through collaborative, context-specific support.

2.3 Instructional Coaching as TPD for EFL Teachers

Instructional Coaching as TPD for EFL Teachers EFL teachers face unique challenges in fostering language acquisition and communicative competence, requiring TPD that addresses sequencing and procedural complexities. Instructional coaching, rooted in Vygotsky's emphasis on scaffolded learning and Knowles' focus on practical, self-directed development, offers a robust framework for supporting EFL teachers. By fostering collaborative goal-setting and reflective practice, IC enhances teachers' ability to support emergent bilinguals (J. Knight, 2019). While various coaching models exist, IC's expert-driven, partnership-based approach is particularly suited for EFL contexts, as it ensures precise methodological guidance compared to peer or content coaching (Gallucci et al., 2010). This study examines a Partnership Instructional Coaching (PIC) intervention for EFL teachers of third graders in Ecuadorian schools, aiming to improve students' English proficiency. Despite IC's promise, limited research explores its impact on EFL student outcomes in primary settings, particularly with young learners. This gap underscores the need to investigate whether PIC, tailored to EFL pedagogy, enhances third-grade emergent bilinguals' language proficiency. The research question that guides this study is: Does coaching, adhered to the PIC model and used to support EFL teachers in the implementation of an English teaching method, cause an increment in the language proficiency of third grade emergent bilinguals?

3. Method

3.1 Sampling Procedures

3.1.1 Inclusion and Exclusion Criteria

This study included three categories of participants: emergent bilinguals, EFL teachers, and an instructional coach.

English Language Teachers. - The EFL teachers needed to meet the criteria presented next:

- Currently teaching in third grade,
- In-service teachers with a minimum three-year experience in primary school
- Holding at least a bachelors' degree in EFL
- Proficient in English at least at the B1 level according to the Common European Framework of Reference (CEFR) (Council of Europe, 2019)

Emergent Bilinguals. - Emergent bilinguals were required to meet the criteria described next:

- Enrolled in and attending third grade at a private school,
- With access to an electronic device with a microphone and camera,
- With access to an internet connection that allowed a relatively stable video conferencing connection,
- Granted consent from his or her parents or caregiver.

The Instructional Coach. - The coach was required to meet the criteria presented next:

- Holding at least a Masters' degree in EFL teaching,
- Having at least 5 years of experience as an EFL teacher in primary schools,
- Having at least 10 years of experience as a teacher trainer in TESOL
- Proficient in English at least at the B2 level according to the Common European Framework of Reference (CEFR) (Council of Europe, 2019).

3.1.2 School Setting

The study focused on emergent bilingual students receiving online instruction at four private schools on the coast of Manabi, Ecuador. According to the Ministry of Education of Ecuador (2020), Manabi has 2,153 schools, including 250 private institutions. Private schools were selected due to their access to reliable internet and electronic devices, critical for consistent participation in online learning, as public schools often face resource constraints (EF English Proficiency Index, 2020).

3.1.3 EFL Teacher Selection

EFL teachers were selected from in-service educators who were alumni of a university on Ecuador's central coast. Initial contact was made via email, followed by phone calls to confirm interest and availability. From an initial pool of fifteen candidates, six teachers were selected based on the inclusion criteria. Each received a $50 gift card as compensation for their voluntary participation.

3.2 Sample

The study included six third-grade EFL teachers, aged 26 to 38 years, with a mean age of 31 years (SD = 7.071) for male teachers and 32.25 years (SD = 4.425) for female teachers. The student group comprised 178 emergent bilinguals (78 boys, 100 girls), aged 7 to 9 years, with a mean age of 7.31 years (SD = 0.467) for boys and 7.25 years (SD = 0.435) for girls. Instructional coaching was provided by a university faculty member with over 18 years of experience as an EFL teacher and educator, self-reporting a C2 proficiency level per CEFR. Detailed demographic characteristics are presented in Table 1.

Table 1. Demographic Characteristics of the Sample

Characteristic	EFL Teachers		Emergent Bilinguals	
	n= 6	%	n= 178	%
Gender				
Male	2	33.33	78	43.82
Female	4	66.67	100	56.18
Experience				
3 to 5 years	5	83.33	n/a	n/a
5 to 10 years	1	16.67	n/a	n/a
Highest Educational Level			n/a	n/a
Undergraduate degree	5	83.33	n/a	n/a
Graduate degree	1	16.67	n/a	n/a

3.3 Study Design

This study utilized a quasi-experimental, nonequivalent comparison group pretest-posttest design, suitable for comparing groups and measuring intervention effects (Dimitrov & Rumrill, 2003). Random assignment was not feasible due to pre-existing classroom assignments, so two intact third-grade classes per school were selected—one as the control group and one as the experimental group. To enhance generalizability, six schools were purposefully chosen based on shared demographic characteristics, including geographical location, parental socioeconomic status, school reputation, teacher competence, and language proficiency (Cohen et al., 2018).

This research design consisted of two phases. (1) A professional development course, and (2) teaching sessions post-professional development. Figure 1 shows this with more detail. During the first phase, all participating teachers underwent 40 hours of professional development focused on the Biography-Driven Instruction (BDI) method (Herrera, 2016). BDI is characterized by three distinct phases within the lesson cycle: activation, connection, and affirmation. The activation phase centers on recognizing and utilizing students' prior knowledge, preparing them for the subsequent connection phase. In the connection phase, emergent bilinguals bridge their existing knowledge with new information presented by the teacher. Finally, the affirmation phase employs authentic assessments to solidify learning, considering the learners' demonstrated understanding throughout the lesson (Herrera, 2016). These phases require varied interaction patterns between teachers and emergent bilinguals, fostering active engagement and dialogue (Herrera et al., 2011). This instructional conversation (Barnes, 2008) facilitates meaningful knowledge construction and schema building upon emergent bilinguals' prior understanding.
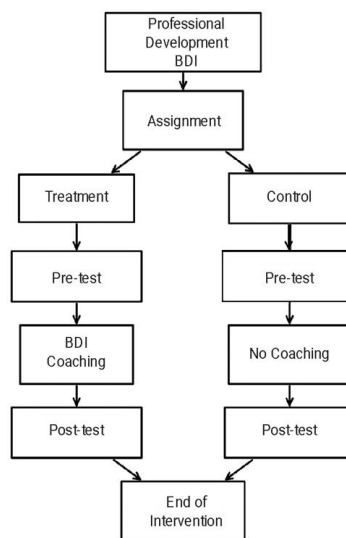
Figure 1. Design of Study

The PD course, delivered via the Moodle Learning Management System (Athaya et al., 2021), spanned 40 hours, with 18 hours of synchronous sessions (three one-hour sessions weekly over six weeks) and 22 hours of asynchronous learning. Teachers developed six lesson plans incorporating the Biography-Driven Instruction (BDI) method (Herrera, 2016), which includes activation, connection, and affirmation phases to engage students' prior knowledge, bridge it with new information, and assess learning authentically. Data collection timelines are outlined in Table 2.

Table 2. Timeline for Data Collection

Oct. 2023	Nov. 2023	Dec. 2023	Jan. 2024	Feb. 2024
Contacting teachers		Pretest (12/8-9)	End of BDI Coaching (01/19)	Data Analysis
Creation of professional development course on Moodle	Conducting BDI PD program remotely (11/6-11/30)	Start of BDI Coaching (12/11)	Posttest (01/22-23)	

3.3.1 Teacher Assignment Process

To assign the six EFL teachers to either the control or experimental group, a stratified random assignment process was employed to ensure group equivalency. Teachers were first matched based on years of experience and educational level to create three pairs. Within each pair, a coin toss determined group assignment, ensuring an unbiased allocation while maintaining comparable group characteristics. The experimental group received targeted instructional coaching to support BDI implementation, while the control group relied solely on the PD course.

3.3.2 Implementation of PIC

The PIC model, applied cyclically in the experimental group, integrated three steps: Identify, Learn, and Improve. In the Identify phase, the teacher and coach collaboratively set learning goals and selected BDI strategies for curriculum and lesson planning. The Learn phase involved implementing strategies such as cooperative learning, storytelling, targeted questioning, modeling, and intellectually stimulating assignments (D. Knight et al., 2016). The Improve phase focused on progress monitoring, with the coach providing feedback based on Zoom session observations, aligning with findings that feedback enhances teacher effectiveness (National Center for Systemic Improvement, 2019).

3.3.3 Pre and Post Test

To assess English proficiency, emergent bilinguals completed the Pre-A1 Starters examination as a pretest, followed by an alternate version as a posttest. This internationally recognized tool evaluates listening, speaking, reading, and writing skills, with performance aligned to the CEFR and Cambridge English Scale, as shown in Table 3.

Table 3. Description of pre-A1 level according to CEFR

CEFR level	Listening and Speaking	Reading and Writing	Cambridge English Scale
Pre-A1	CAN understand letters of the English alphabet when heard CAN understand some simple spoken instructions given in short, simple phrases CAN understand some simple spoken questions about self –such as name, age, favorite things or daily routine	CAN read and understand some simple sentences, including questions CAN follow some very short stories written in very simple Language	80-120 ints

3.3.4 Examination Structure

The Pre-A1 Starters examination consists of three components, termed papers: Reading and Writing, Listening, and Speaking. Candidates have a total of 45 minutes to complete all three papers. A detailed breakdown of the examination structure and timing is provided in Table 4.

Table 4. Test Structure

	Reading and Writing	Listening	Speaking
Time allowed	20 minutes	20 minutes	3-5 minutes
Content	5 parts / 25 questions	4 parts / 20 questions	4 parts
Parts/tasks	- Read sentences and recognize words. Tick/cross to show if the sentence is true/false (both singular and plural nouns). - Read sentences about a picture and write 'yes'/ 'no'. - Use jumbled letters to spell the word for the picture. - Read a text with pictures and choose missing words to fill in gaps. - Read questions about a picture story and write one-word answers.	- Listen for names and descriptions. Draw lines to match names to people in a picture. - Listen for numbers and spelling. Write numbers and names. - Listen for specific information of various kinds. Tick correct box. - Listen for words, colors and prepositions and color the correct object in a picture.	(Intro: Candidate asked name) - Understand and follow spoken instructions. Point to correct part of the picture. Place object cards on the scene picture as directed. - Understand and answer spoken questions. Answer questions with short answers, including a response to one 'Tell me about …' question. - Understand and answer spoken questions. Answer questions with short answers. - Understand and respond to personal questions. Answer questions with short answers.

3.4 Ethical Considerations

This study adhered to the ethical principles outlined in the Belmont Report (1979), emphasizing respect for persons, beneficence, and justice. Informed consent was obtained from all participants, including parental consent for emergent bilinguals, ensuring voluntary participation and the right to withdraw without penalty. The study minimized risks by using non-invasive methods and ensured confidentiality by anonymizing data. Compensation ($50 gift cards for teachers) was provided fairly, and the research design prioritized participant well-being, aligning with AERA Ethical Standards (2011).

3.5 Validity and Reliability

The Pre-A1 Starters assessment adheres to the Cambridge Principles of Good Practice (2016), ensuring validity and reliability. Validity was established through a 1998–2000 study using ALTE can-do scales, confirming alignment with real-world language skills (Cambridge University, 2019). Reliability was assessed via Cronbach's Alpha, Standard Error of Measurement (SEM), and composite reliability, as shown in Table 5.

Table 5. Structure of the Pre-A1 Starters

	Reliability	SEM
Listening	0.76	1.3
Reading and Writing	0.83	1.69

3.6 Analysis

To analyze the results of this nonequivalent comparison group pretest-posttest design, the authors utilized a two-way ANOVA with repeated measures to assess the effects of time (pretest vs. posttest) and condition (coached vs. uncoached groups) on English proficiency scores, as well as their interaction. This method is suitable for examining differences within subjects over time, between independent groups, and in change scores across interventions (Lund & Lund, 2018).

4. Results

This study investigated the impact of a Partnership Instructional Coaching model on the English proficiency of emergent bilingual students. The researchers implemented an educational intervention comparing two groups of EFL teachers: one receiving coaching based on the Partnership Instructional model and a control group without coaching. We will refer to these two groups as PIC+BDI and BDI only respectively. The study hypothesized that emergent bilingual students taught by coached teachers would demonstrate a statistically significant improvement in English proficiency from pre-test to post-test. This outcome would suggest that the coaching model enhances the effectiveness of the BDI method and, consequently, impacts language acquisition. Before delving into the results, an overview of participant flow in the study follows.

4.1 Participant Flow and Follow-up

Of the six EFL teachers who were enrolled in this study, only four could complete all phases of it. Figure 2 shows a complete flow of the EFL teachers through each stage of the experiment. To ensure the integrity of the study, one teacher was excluded due to non-completion of the professional development session. Initially, three teachers were allocated to the BDI+PIC condition and two to the BDI-only condition for the intervention phase. However, one participant in the PIC+BDI condition withdrew for personal reasons. Consequently, the final statistical analyses were conducted using data from the emergent bilingual students in the four classes that fully participated in all phases of the study. A detailed account of the data attrition resulting from these circumstances is provided in the following section.
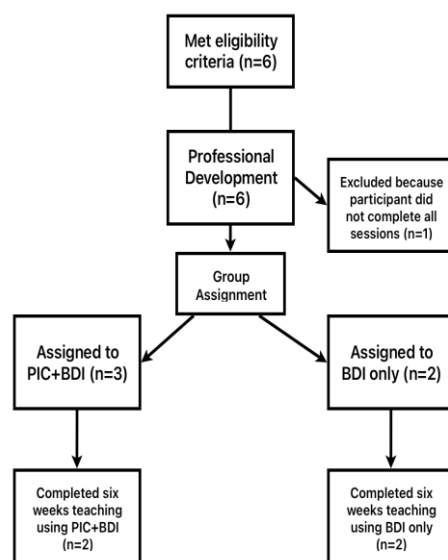

Figure 2. Participant Flow

4.2 Missing Data

Of the initial 178 emergent bilinguals of the six EFL teachers, 162 ended up distributed to control and experiment since one EFL teacher did not complete the PD sessions. Of those, 137 completed the pretest: 53 in the BDI-only group and 84 in the PIC+BDI group. As another teacher in the PIC+BDI group could not meet with the coach one single time, only 82 emergent bilinguals completed the posttest: 39 in the BDI-only; 43 in the PIC+BDI group. The pretest data from this teacher's emergent students was not considered for statistical analysis. This level of attrition can be attributed primarily to school closures in the region of the country, which occurred a week earlier than the regular academic year. These closures resulted in student absences due to miscommunication between teachers and parents regarding the altered schedule (J. C. Joniaux, personal communication, February 15, 2023). Additionally, technical difficulties, such as internet connectivity issues on the day of the posttest, further contributed to the reduced participation. Table 6 provides a detailed overview of the participant data evolution throughout the intervention period.

Table 6. Summary of Missing Data

Participants	School	Emergent bilinguals (n=178)	Completed PD Sessions?	Group Assignment	Pretest (n= 137)	Completed Intervention?	Posttest (n= 82)
EFL teacher I	ESJS	30	Yes	PIC+BDI	29	Yes	23
EFL teacher S	ESJS	29	Yes	BDI-only	27	Yes	19
EFL teacher C	UELD	35	Yes	PIC+BDI	27	Yes	20
EFL teacher SA	UEFA	28	Yes	BDI-only	26	Yes	20
EFL teacher F	JMUE	40	Yes	PIC+BDI	28	No	N/A
EFL teacher E	UESJ	16	No	N/A	N/A	N/A	N/A

Prior to conducting our statistical analysis, a preliminary screening for outliers was performed. The presence of significant outliers in either group could unduly influence the results, potentially leading to inaccurate conclusions. Five outliers were identified within the dataset and subsequently removed. The statistical analysis presented hereafter utilizes the filtered data, excluding these outliers to ensure the validity and robustness of the findings.

4.3 Descriptive Statistics

Descriptive statistics showed both groups improved, with PIC+BDI outperforming BDI-only. Pretest means were 58.60 (95% CI [56.80, 60.40]) for PIC+BDI and 61.03 (95% CI [58.90, 63.16]) for BDI-only; posttest means were 82.79 (95% CI [80.50, 85.08]) for PIC+BDI and 72.31 (95% CI [69.80, 74.82]) for BDI-only. The PIC+BDI group's 24.19-point gain exceeded BDI-only's 11.28-point gain. Notably, the PIC+BDI group demonstrated a substantially greater improvement, outscoring the control group by 10.48 points on the posttest. A comprehensive overview of the mean scores for both groups, pre- and post-intervention, is presented in Table 7.

Table 7. Descriptive Statistics of Groups

		Frequency	Mean	Std. Deviation
Pretest	Coaching+BDI	43	58.60	16.56
	No coaching	39	58.97	15.86
Posttest	Coaching+BDI	43	91.63	11.74
	No coaching	39	72.31	18.13

4.4 Inferential Statistics

A two-way ANOVA with repeated measures assessed time (pretest vs. posttest) and condition (PIC+BDI vs. BDI-only) effects on English proficiency. Levene's test confirmed equal variances ($p>.05$). Results showed:

- Main effect of Time: $F(1,80)=227.02$, $p<.001$, $\eta p^2=0.74$, indicating a 74% variance in scores explained by time, exceeding Hattie's (2009) 0.4 threshold for meaningful impact.
- Main effect of Condition: $F(1,80)=9.4$, $p=.003$, $\eta p^2=0.11$, showing coaching moderately improved scores (11% variance).
- Interaction effect: $F(1,80)=39.22$, $p<.001$, $\eta p^2=0.33$, demonstrating coaching amplified BDI's effect over time, with 33% variance explained, robust per educational norms (Hattie, 2009).

These findings confirm PIC+BDI's superior impact, with effect sizes indicating practical significance.

Table 8. Two-way ANOVA

	Sum of squares	df	Mean Square	F	p	η^2	$\eta^2{}_p$
Pretest, Postetst	22948.78	1	22948.78	227.02	<.001	0.33	0.74
Condition	3672.24	1	3672.24	9.4	.003	0.05	0.11
RM Factor x Condition	3964.4	1	3964.4	39.22	<.001	0.06	0.33
Residuals (Between Subjects)	31266.79	80	390.83				
Residuals (Within Subjects)	8086.82	80	101.09				

5. Discussion

This study explored how coaching English as a Foreign Language (EFL) teachers in the Biographic-Developmental Instructional (BDI) method impacts emergent bilingual students' performance. Using a quasi-experimental design, we compared students taught by coached teachers to those taught by teachers using BDI without coaching. Students of coached teachers achieved significantly higher scores, highlighting the value of targeted professional development. This section analyzes these results, discusses study limitations, suggests future research directions, and connects findings to emerging bilingual pedagogy.

5.1 Is PIC+BDI better than BDI only?

The quasi-experiment confirmed that the BDI method enhances emergent bilinguals' language skills. Both groups improved on posttests, but students of coached teachers scored significantly higher. This suggests that while BDI is effective, coaching amplifies its impact by ensuring teachers implement it with fidelity. Coached teachers used strategies like activating students' prior knowledge and scaffolding new vocabulary, aligning with emerging bilingual pedagogy's emphasis on leveraging students' linguistic and cultural assets (Herrera, 2016). The Partnership-centered Instructional Coaching (PIC) model, which fosters collaborative dialogue, further supported teachers in creating inclusive, student-centered classrooms. These findings underscore the importance of sustained professional development in maximizing instructional outcomes for emergent bilinguals.

5.2 Transfer of Skill Augmented by the Partnership Model

The study began with a 40-hour professional development program training EFL teachers in the BDI method. Posttest improvements in both groups align with research linking high-quality professional development to teacher effectiveness (Darling-Hammond et al., 2017). BDI encouraged teachers to connect new language concepts to emergent bilinguals' existing knowledge, a key scaffolding strategy in bilingual pedagogy (Herrera, 2016). For example, teachers introduced vocabulary by drawing on students' home languages and cultural experiences, fostering translanguaging to enhance comprehension.

Coached teachers received ongoing support from an instructional coach who guided them through a cyclical process: identifying language targets, learning BDI strategies, and refining their practice. This ensured fidelity in applying BDI, a critical factor in skill transfer (Desimone & Pak, 2016). The coach's expertise helped teachers adapt strategies to students' needs, such as using bilingual prompts to accelerate proficiency. The final stage—improvement—celebrated successes and encouraged reflective practice, fostering both accomplishment and professional growth (Knight, 2007). These interactions, rooted in equality and dialogue, mirrored peer coaching models that promote collaboration (Andrade et al., 2017).

However, consistent ideal interactions were challenging due to unmet conditions, such as teachers' time constraints or students' varying language proficiency. These limitations are explored below.

5.3 Limitations of the Study

Several limitations affected the study's outcomes. First, recruiting EFL teachers was difficult due to the intensive requirements, including a 40-hour professional development course, test administration, and consent form collection. Relying on personal connections for recruitment may have introduced bias, a concern in quantitative studies (Guest, Namey, & Mitchell, 2013). Second, sample size posed challenges. Attrition reduced the study to two teachers per group, resulting in uneven student numbers and potentially weakening statistical power. Finally, the virtual professional development course, held at night during the school year, conflicted with teachers' responsibilities, limiting their engagement with the BDI framework. As Desimone and Pak (2016) note, effective coaching requires sustained duration, which was constrained to six weeks. These limitations highlight the need for flexible, accessible professional development to support emerging bilingual pedagogy.

5.4 Further Research

The findings suggest several avenues for further research in teacher professional development (TPD) for EFL contexts. Given instructional coaching's (IC) relative novelty, its cost-effectiveness warrants exploration (Jacobs et al., 2018; Knight & Skrtic, 2020). Researchers could investigate hybrid or asynchronous professional development modalities to better support emergent bilinguals. Scalability is another concern, as coaching's impact may diminish in larger programs (Kraft et al., 2018). Testing IC in diverse EFL settings, including secondary schools or universities, could broaden its application. Additionally, applying IC to other subjects, like Math or Literacy, may benefit emergent bilinguals by integrating language and content learning, a core principle of bilingual pedagogy. Finally, engaging public and private institutions in varied contexts could address gaps in IC awareness, as noted in discussions with Ecuadorian faculty.

6. Conclusion

Effective instruction and improved student outcomes are central to education (Avalos, 2011). Instructional coaching (IC) is a promising TPD approach for EFL teachers, supporting the implementation of the BDI method (Knight, 2019). The PIC model, combined with BDI, fosters collaborative, teacher-centered coaching that enhances classroom practices. By emphasizing teachers' personal and professional narratives, BDI creates supportive learning environments where emergent bilinguals thrive. For example, coached teachers used translanguaging and culturally responsive strategies, affirming students' identities and aligning with bilingual pedagogy's equity focus (Boyatzis et al., 2006; García & Kleifgen, 2018). These findings highlight IC's potential to promote effective teaching and meaningful learning for emergent bilinguals, with implications for broader adoption in diverse educational settings.

Ethics approval

The Publication Ethics Committee of the Sciedu Press.

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Data availability statement

The data that support the findings of this study are available on request from the corresponding author. The data are not publicly available due to privacy or ethical restrictions.

Data sharing statement

No additional data are available.

Open access

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