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**Developing EFL In-Service Teachers' Teaching Skills
and their Self-Efficacy through Using A Situated
Instructional Coaching Web-Based Program**

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Abstract

The purpose of this research was to investigate the effect of using a situated instructional coaching web-based program to develop EFL in-service teachers' teaching skills and their self-efficacy. To fulfill the purpose of the study, four instruments were prepared. First, a Teaching Skills Questionnaire was used to identify the teaching skills that EFL in-service teachers in government schools would need to develop. Second, a pre-post Teacher's Knowledge Test was used for assessing the teaching skills of the EFL in-service teachers, using an answer key for scoring teachers' answers was developed. Third, a Teaching Skills Observation Checklist was used to assess the EFL in-service teachers' classroom performance regarding the selected teaching skills under investigation. Fourth, a Self-Efficacy Scale was used to measure teachers' level of efficacy in teaching before and after implementing the situated instructional coaching program. The study adopted the quasi-experimental pre-post test one group research design. The participants were one group of EFL in-service teachers (N= 20) selected from government schools. Results revealed that there was a statistically significant difference between the mean ranks of the treatment group on both the pre and post-administrations of the teacher's knowledge Test in favor of the post-administration. Also, there was a statistically significant difference between the mean ranks of the treatment group on both the pre and post-administrations of the Teaching Skills Observation Checklist in favor of the post-administration. Finally, there was a statistically significant difference between the mean ranks of the treatment group on both the pre and post-administrations of the Self-Efficacy Scale in favor of the post-administration. These results showed that the situated instructional coaching web-based program was effective in developing EFL in-service teachers' teaching skills and their Self-Efficacy.

Key Words: *Situated Instructional Coaching, Web-Based Program, EFL In-Service Teachers, Teaching Skills, Self-Efficacy*

Introduction

Teaching is a process that combines knowledge about learning, the learners, the school setting, and instructional practices. Effective teachers should have a command of skills, abilities, and knowledge. Moreover, teachers must be skilled in the management of classrooms, the delivery of instruction and participate in professional development that will positively

contribute to their teaching skills. Without updating their teaching knowledge and skills, teachers may not be able to engage students in learning nor will they be able to provide students with appropriate skills (Supriatna, 2015).

Twenty-first-century teachers need to know not only how to use a practice but also when to use a practice to accomplish their goals with students in varying contexts (Darling-Hammond, 2009). They added that this requires teachers to have a deeper knowledge of how to address learners and more refined diagnostic abilities to inform their decisions.

Many nations invested in the continuous learning of teachers as an engine for improving teacher competency and student academic success (Darling-Hammond, Chung Wei, & Andree, 2010). According to some researchers, teachers' classroom performance is affected by the "self-efficacy" psychological factor. For example Tschannen-Moran & Barr (2004) reported that teacher's sense of self-efficacy influenced the effort they put into teaching, the goals they set, and their level of motivation.

Skills and knowledge are best acquired within realistic contexts and authentic settings, where students are engaged in experiential language learning tasks" (Felix, 2002: p3). Chou (2014) stated that situated learning stressed cooperation and participation as a way for acquiring knowledge and that knowledge was negotiated through learners' interaction with each other and with the environment.

Instructional coaching (IC) is a new approach to professional development (PD) as a way to alter specific teacher behaviors and improve classroom instruction (Knight, 2007). Thus, there is a need to investigate SL as a model of learning based on the viewpoint that learning should take place in the contextual environment (Erickson, 2007).

Review of Literature

Effective teachers should have a deep content knowledge, good organizational, communication and management skills. They have to organize instruction, provide assessment and create a warm classroom climate to promote enthusiasm. In addition, Leu and Ginsburg (2011) mentioned that in-service teacher professional development includes a variety of programs designed to support teachers professionally in classrooms and aims to improve teachers' knowledge and skills to be more effective in planning, teaching, assessing and undertaking responsibilities in the school.

Teaching skills

The 21st-century skill set encompassed some competencies as, critical thinking, problem solving, creativity, meta-cognition, communication, digital and technological literacy, civic responsibility, and global awareness (Dede, 2010). Additionally, teachers who receive PD that supports virtual instruction and have opportunities to collaborate with other teachers have a stronger sense of success (Kraft et al., 2020).

Thus, many studies on teaching skills have been conducted to develop EFL teachers' teaching skills using different programs. Some of these studies are as followed:

First, Abdallah (2001) designed an in-service teacher training program to develop two major teaching skills of primary school EFL teachers of English; namely, maintaining effective classroom management and using techniques to teach vocabulary. They were assigned to one treatment group. Results concluded that the proposed training program was effective in developing the primary school teachers of English teaching skills. He recommended implementing in-service teacher training program and making use of technology could improve the teaching skills.

Gohar (2014) also examined the effectiveness of a proposed electronic assessment-driven instruction program on developing EFL teaching skills for student teachers. The study adopted the experimental design using 60 4th year English major student teachers to be the study participants. Results showed that the proposed program was effective in developing student teachers' EFL teaching knowledge and performance.

In addition, Attia (2018) proposed a flipped teacher training program to develop the in-service teachers' EFL teaching skills. The study adopted the quasi- experimental design using one control group and one experimental group. The participants were 48 EFL in-service teachers. Results indicated that the proposed flipped teacher training program was effective in developing the in-service teachers' EFL teaching skills.

Moreover, El-Shazly (2020) investigated the impact of a WebQuest-based training program on developing the teaching Skills of in-service Preparatory EFL Teachers. The three EFL teaching skills under investigation were: conveying clear rules and expectations regarding students' behavior; monitoring students' behavior carefully and dealing with misbehavior with positive and negative reinforcement; and using information and communications technology as a management tool using twenty EFL in-service teachers to be the study sample. Results showed that there were statistically significant differences between the mean ranks of the

treatment group on the pre-post administrations of the Knowledge test and the analytic Rubric in favor of the post ones which indicated that the WebQuest-based training program was effective in developing teachers' knowledge and performance of the specified teaching skills.

The previously explored studies reviewed the EFL teaching skills in its relation to various factors that could affect its development. Also they could be developed by implementing the proposed program through integrating situated instructional coaching web-based program to develop EFL in-service teachers' teaching skills.

Self-Efficacy

Tschannen-Moran and Hoy (2007) mentioned that mastery experiences are the effective sources of teacher's self-efficacy beliefs. Teachers' self-efficacy is indispensable for an effective school and program (Bitto & Butler, 2010). Moreover, teachers with a strong sense of efficacy invest more time in planning, are better organized, are more open to new ideas and methods and show greater enthusiasm for teaching (Tschannen-Moran & Woolfolk Hoy, 2001). Indeed, teachers' self-efficacy is related to various indicators of teacher performance, such as student academic achievement and student motivational beliefs, as well as teacher instructional quality (Klassen & Tze, 2014).

In addition, Tschannen-Moran and McMaster (2009) examined the relationship between teacher self-efficacy and PD. They postulate that it is important for researchers and school leaders to understand teachers' self-efficacy due to its role in teachers' implementation of new teaching strategies. Skoretz (2011) explained efficacy for technology integration as "the belief in one's capability to integrate technology effectively in teaching and learning" (p.10). Anderson and Maninger (2007) also introduced the construct of self-efficacy toward technology integration defined as teachers' confidence to use technology effectively.

Additionally, a number of studies suggested that PD positively effects teacher efficacy (Ross, Ertmer, & Johnson, 2001) thereby there is a positive relationship between instructional coaches and teacher efficacy. Liu (2008) investigated the impact of PD among 377 in-service K-12 teachers and agreed to the positive relationship of self-efficacy with the integration of technology in classroom instructions.

Hamli, Hamli and Taneri (2020) also concluded that primary school teachers who utilize 21st-century teacher skills become more prominent in terms of classroom and process management, skill to conjointly put technology and pedagogy into use, ability to conduct an independent

teaching process in the classroom, and to produce and design teaching materials. It was further concluded that primary school teachers remarked a correlation between utilization of methods and techniques by the degrees of basic education first-grade students and acquisition of 21st-century skills by the students.

Kozikoğlu and Altınova (2018) analyzed the correlation between 21st-century skills self-efficacy perceptions and the life-long learning tendencies of prospective teachers. Results indicated that there was a positive and significant correlation between the variables and that learning and innovation skills as well as life and career skills significantly predicted the life-long learning tendencies of prospective teachers. Also, teachers' 21st-century skills efficacy perceptions increased, as does their utilization of 21st-century teacher skills.

Other studies documented that PD enhanced teachers' beliefs of self-efficacy regarding the integration and implementation of technology for practical instruction. Researches (e.g. Chen, 2008; Niederhauser & Perkmen, 2008; Overbaugh & Lu, 2008;) demonstrated that students taking a computer skills course with a teacher who have high self-efficacy for computer skills instruction perform better academically than students with a teacher who have low self-efficacy for the same instruction.

Professional Development in Education

TPD affects students' achievements positively. It is proved by studies such as Falk (2001) (as mentioned in Villegas-Reimers, 2003) that a higher level of teacher knowledge positively affected students' achievements. In addition, Mizell (2010) described PD as the one that would enable teachers to develop the knowledge and skills they need to overcome students' learning challenges. Teachers who take part in PD must put their new knowledge and skills into practice.

Situated Language Learning (SLL)

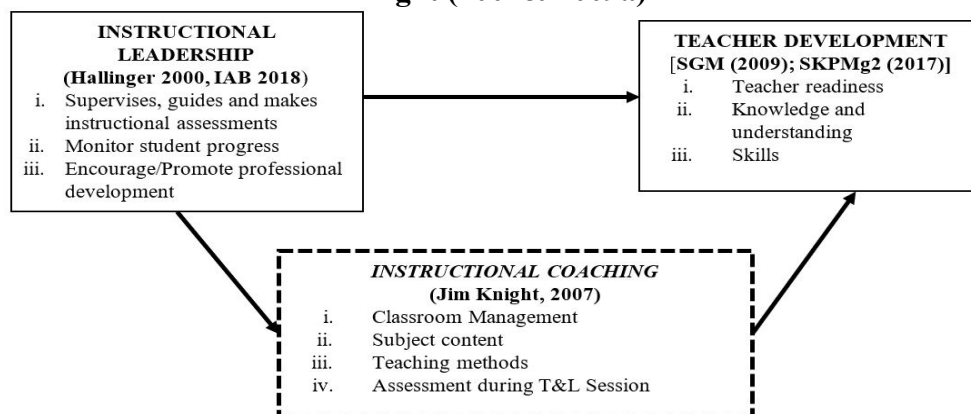
As a result, Hossainy et al., (2012) reached the result that situated learning was a good instructional method that increased students' academic achievement and motivation for learning as compared to lecture-based learning.

Instructional Coaching (IC)

IC is a way of embedding professional learning opportunities into the day-to-day work of teachers (Kraft, Blazar & Hogan, 2018). According to Jones (2018), IC coaching was a way to train teachers to become proficient. Knight (2007) emphasized that an effective instructional coach supports teacher improvement. He outlined some ideals that should be implemented

for a successful coaching program: actual time spent coaching teachers, ongoing professional development, protection of the coaching relationship, and principal and coach collaboration. Knight (2007& 2009a) proposed a framework as "The Big Four", *A Framework for Instructional Excellence*, as included in the following figure.

**Figure (1) Instructional Coaching Conceptual Framework
Knight (2007& 2009a)**



Doran (2004) stated that a significant relationship was found between the PD of teachers through conducting an IC coaching program, teacher effectiveness and student achievement. Other researchers (e.g., Al-Qatwani, 2010; Leu and Ginsburg 2011; Dudzik & Nguyen, 2015; and Nguyen & Thuy, 2015) mentioned that in-service teacher professional development included a variety of programs designed to improve teachers' knowledge, skills, and commitments.

Koç (2015) concluded that teachers engage and participate more if the professional development presented was motivating and responsive to teachers' needs. Multiple studies (e.g., Simpson 2017; Shields & Murray, 2017; De Jong & Campoli, 2018 and Eastman, 2019) had found that IC positively impacted teachers' self-efficacy. Implementing IC model helped uncover teachers' perceived impact of instructional coaching benefits on their self-efficacy (Knight, 2017).

In the light of the previously mentioned review of literature, it became vital to pay attention to the growing needs of EFL in-service teachers to develop their teaching skills and self-efficacy.

Late in 2019, there had been the emergence of Covid 19. Due to this virus, human activities around the world were disrupted and the field of education also included (Al-Marroof et al., 2020). Thus, the use of online platforms could be a solution to the learning process. One application that

was a video communication service was Google Classroom (GC). This virtual classroom served a place for teachers to create and post materials (pictures, videos, link), invite students, assign students and conduct quiz. Thus, the GC was incorporated in this experiment as a technological tool to help EFL in-service teachers develop their teaching skills and their self-efficacy.

Based on the above mentioned review of literature, this study was established in order to investigate the possible effectiveness of a situated instructional coaching web-based program in developing EFL in-service teachers' teaching skills and their self-efficacy.

Statement of the problem

Based on the review of literature, related studies and pilot study results, it could be concluded that EFL in-service teachers' teaching skills and their self-efficacy need to be developed. Therefore, a suggested training program based on situated instructional coaching web-based program was thought to contribute to their teaching skills and would develop their self-efficacy.

Questions

The present research attempted to answer the following main question: "To what extent can a situated instructional coaching web-based program help develop EFL in-service teachers' teaching skills and self-efficacy?"

The following sub-questions were derived from the main question:

1. What are the EFL teaching skills that EFL in-service teachers need to develop?
2. What are the features of the proposed situated instructional coaching web-based program for developing EFL in-service teachers' teaching skills and their self-efficacy?
3. What is the effectiveness of the situated instructional coaching web-based program in developing EFL in-service teachers' teaching knowledge?
4. What is the effectiveness of the situated instructional coaching web-based program in developing EFL in-service teachers' teaching performance?
5. What is the effectiveness of the situated instructional coaching web-based program in developing EFL in-service teachers' self-efficacy?

Hypotheses

1. There is a statistically significant difference at the 0.01 level between the mean ranks of the treatment group on the pre-post

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- administrations of the Teaching Knowledge Test in favor of the post one.
2. There is a statistically significant difference between the mean ranks of the treatment group on the pre-post administrations of the Teaching Skills Observation Checklist in favor of the post one.
 3. There is a statistically significant difference between the mean scores of the treatment group of EFL in-service teachers on the pre- and post- administrations of the Self-Efficacy Scale in favor of the post one.

Significance

The current research was significant in a number of ways:

- 1- Raising the awareness of EFL in-service teachers about the importance of implementing the situated instructional coaching web-based program to develop EFL in-service teachers' teaching skills and their self-efficacy.
- 2- Providing useful means for administrators, coaches, and teachers to reflect on practices perceived as effective in helping teachers improve their skills, techniques, self-efficacy, performance and strategies.
- 3- Exploring new coaching skills for developing teachers' teaching performance which would, in turn, help them easily make their way to achieve their proficiency goals and easily make their way to an effective professional development.

Delimitations

The current research was delimited to:

- A selected sample of 20 EFL in-service teachers from government schools of the Ministry of Education.
- Four teaching skills (i.e., Planning, Instruction, Classroom Management and Assessment) that are needed for the EFL in-service teachers.

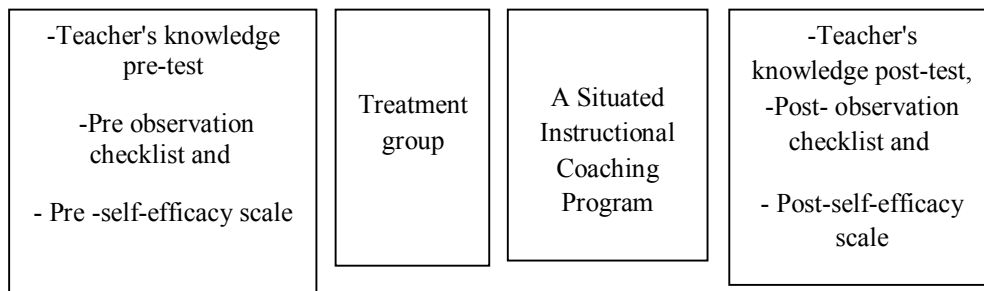
Method

Design

The current research adopted the quasi-experimental pre-post test one group research design that aimed at investigating the effectiveness of a situated instructional coaching web-based program in developing EFL in-service teachers' teaching skills and their self-efficacy. One treatment group (N= 20) including teachers from government schools of the Ministry of Education was selected for the purpose of this study. To identify the EFL in-service teachers' actual level in teaching and their self-efficacy before receiving any training, a Teacher's Knowledge Test, a Teaching Observation

Checklist and a Self-Efficacy Scale were administered to the treatment group before conducting the treatment. Then, the proposed sessions were implemented to the treatment group to develop the targeted teaching skills. After the treatment, the instruments of the study were post-administered to the treatment group. Figure (2) illustrated the design of the study.

Figure (2) The quasi-experimental design of the study
Pre-Administration → Group → Applied Treatment → Post-Administration



Participants

Participants were 20 EFL in-service teachers selected from government schools of the Ministry of Education from Sinbellawein and Mansoura directorates (Ahmed Lotfy Al-Sayed Secondary School for Boys in Sinbellawein, Al- Sinbellawein Secondary School for Girls, Al-Salam preparatory School for Boys in Sinbellawein, Al-Orobah School for Boys in Sinbellawein and Mohamed Goneem Secondary School for Girls in Mansoura). They have from 7 to 8 years teaching experience. They represented the treatment group of the study.

Instruments and materials

The present research employed the following instruments, which were prepared by the researcher:

1. A Teaching Skills Questionnaire to identify the teaching skills that the EFL in-service teachers would need to develop most.
2. A Teaching Skills Observation Checklist to assess the EFL in-service teachers' classroom performance regarding the selected teaching skills under investigation.
3. A Teacher's Knowledge Test to assess the EFL in-service teachers' actual knowledge level in teaching.
4. A Self-Efficacy Scale to measure teachers' levels of efficacy in teaching before and after the implementation of the instructional coaching program.

5. A teacher's guide for the situated instructional coaching web-based program.

Definition of terms

Teaching Skills

Kyriacou (2007) defined teaching skills as discrete and coherent activities by teachers which foster pupil learning. According to Cooper (2011), teaching skills were considered as the specific sets of identifiable behaviors needed to perform teaching functions. Such a repertoire was necessary if teachers were to be effective with students who had varied backgrounds and learning aptitudes. Also, Gupta (2014) referred teaching skills to a set of a strictly overt behaviors of the teachers that can be observed, measured and modified.

For the purpose of this study, teaching skills were operationally defined as: skills which are related to the practices and the way in which the teacher has carried out the activities to promote high levels of student engagement and produce highly positive learning results.

Self-Efficacy

Bong and Skaalvik (2003) pointed out that self-efficacy was what people believe they could do with whatever skills and abilities they possess. Self-efficacy was defined as the beliefs individuals have in their ability to be successful in their goals, and having the power to create the desired outcomes based on actions (Bonitz et al., 2010); self-efficacy was "the core belief that one has the power to produce desired effects" (Bandura & Locke, 2003, p 87).

For the present study purpose, self-efficacy was defined as: the teacher's confidence about their capabilities to produce designated levels of performance.

Situated Learning

Handely et al. (2006) clarified that situated learning theory considered learning to be integral to everyday practice in work places, family, and other social settings. It was also a model of learning that based on the viewpoint that learning should take place in the contextual environment (Erickson, 2007). It was based on the idea that learning was included in the situation in which the experience exists not in the individual, which is the main difference between this theory and other constructivists' theories of learning. Learning theories allot more importance to the individual, while situated learning theory focuses more on the social context (Gawande & Alsenaidi, 2015).

In this study, situated learning was operationally defined as an instructional strategy used as a means for implementing and relating instructional coaching skills to the needs, concerns and teaching skills of EFL in-service teachers.

situated learning as a change in mental models that happens through social interaction in a given context

situated learning as a change in mental models that happens through social interaction in a given context

Instructional Coaching (IC)

IC was defined as a process through which a coach worked collaboratively with a teacher to improve teacher's practice and content knowledge that affected student achievement (Sutton et al., 2011). Also, it was a form of support for teachers as it circumvented the transfer of training problem that plagues traditional PD models (e.g., Shernoff et al., 2015). According to Kraft, Blazar & Hogan (2018), IC was defined as a way of embedding professional learning opportunities into the day-to-day work of teachers

For the present study purpose, instructional coaching was operationally defined as, a partnership approach to develop professional development between a teacher and a coach to facilitate the successful adoption and implementation of educational methods that improve EFL in-service teachers' teaching skills and their self-efficacy.

Results of the Research

Results of the research are presented according to the hypotheses of the study.

Verifying the First Hypothesis

The first hypothesis of the research stated that: "There is a statistically significant difference at the 0.01 level between the mean ranks of the treatment group on the pre and post Teacher's Knowledge Test in favor of the post one".

Wilcoxon test for paired samples ($n < 30$) was used to test the first hypothesis, which addressed the difference between the treatment group on the pre-post Teacher's Knowledge Test. Table (11) compared the mean ranks of the treatment group of each teaching skill on the pre-post administrations of the Teacher's Knowledge Test.

Table (1) The difference between the pre and post-administrations of the teacher's knowledge test

Skills	Ranks	N	Mean Rank	Sums of Ranks	Z	Sign.	d	Effect size
Planning	Negative	0	00.	00.	3.960	0.01	0.63	High
	Positive	20	10.50	210.00				
	Ties	0						
Instruction	Negative	1	5.50	00.	3.696	0.01	0.58	High
	Positive	18	10.50	184.50				
	Ties	1						
Classroom management	Negative	0	00.	00.	3.948	0.01	0.62	High
	Positive	20	10.50	210.00				
	Ties	0						
Assessment	Negative	0	00.	00.	3.953	0.01	0.63	High
	Positive	20	10.50	210.00				
	Ties	0						
Post-test/ Pre-test	Negative	0	00.	00.	3.929	0.01	0.62	High
	Positive	20	10.50	210.00				
	Ties	0						

Results in table (1) indicated that the mean ranks of the participants in the overall teaching skills in both the pre and post-administrations of the teacher's knowledge test were (10.50) and this indicated that the proposed program was effective in improving EFL in-service teachers' teaching skill. These results indicated that the high mean was for the post results. So, it could also be noticed that z- value for the overall teacher's knowledge test was 3.929. This value was significant at 0.01 level in favor of the post-administration of the teacher's knowledge test.

Statistics in table (1) showed that the participants' mean ranks of each teaching skill on the post-administration of the test increased. This value was significant at 0.01 level in favor of the post administration of the teacher's knowledge test. The z-value of each skill of the teaching skills post-test can be discussed as follows:

1. **Planning:** There was a statistically significant difference at (0.01) level between the mean ranks on the pre-test (negative ranks) and post-test (positive ranks) in which the value of Z which counter Signed Ranks Test was (3.960). This indicated that there was an improvement in favor of the post-administration of the teacher's knowledge test. This meant that the proposed program was effective in improving EFL in-service teachers' performance in planning skill.
2. **Instruction:** There was a statistically significant difference at (0.01) level between the mean ranks on the pre-test (negative ranks) and

post-test (positive ranks) in which the value of Z which counter Signed Ranks Test was (3.696). This indicated that there was an improvement in favor of the post- administration of the teacher's knowledge test. This meant that the proposed program was effective in improving EFL in-service teachers' performance in instruction skill.

3. **Classroom management:** There was a statistically significant difference at (0.01) level between the mean ranks on the pre-test (negative ranks) and post-test (positive ranks) in which the value of Z which counter Signed Ranks Test was (3.948). This indicated that there was an improvement in favor of the post- administration of the teacher's knowledge test. This meant that the proposed program was effective in improving EFL in-service teachers' performance in classroom management skill.
4. **Assessment :** There was a statistically significant difference at (0.01) level between the mean ranks on the pre-test (negative ranks) and post-test (positive ranks) in which the value of Z which counter Signed Ranks Test was (3.653). This indicated that there was an improvement in favor of the post- administration of the teacher's knowledge test. This meant that the proposed program was effective in improving EFL in-service teachers' performance in assessment skill.

The overall result of the z value of the treatment group participants' pre and post-test was 3.929, and it was significant at 0.01 level in favor of the post- administration of the teachers' knowledge test due to using the situated instructional coaching web-based program.

Estimating the effect size (η^2):

Field equation was used in order to estimate the effect size (η^2) of the treatment. The differences were significant at 0.01 in favor of post-test. According to Field (2009), the effect size was more than 0.5 so all effect size was high. That meant the situated instructional coaching web-based program had a great effectiveness in enhancing EFL in-service teachers' teaching skills that were included at the teacher's knowledge test.

Table (1) illustrated the effect size of the proposed treatment on the development of the treatment group in each of the teaching skills under investigation. Results indicated that the effect size was high in favor of the post administration. Results showed that all the calculated Z – values were statistically significant at (0.01) in favor of the post Teacher's Knowledge Test, all the η^2 values were of high effect (0.63, 0.58, 0.62, 0.63). So it was evident that the total effect size of the proposed treatment was high (0.62) on the Teacher's Knowledge Test. Thus, it could be interpreted that the improved teaching performance of the treatment group can be attributed to the use of situated instructional coaching web-based program.

Verifying the Second Hypothesis

The second hypothesis of the research stated that: " There is a statistically significant difference at the 0.01 level between the mean ranks of the treatment group on the pre-post administrations of the Teaching Skills Observation Checklist in favor of the post one". Table (2) compared the mean ranks of the treatment group of each teaching skill on the pre and post- administrations of the teaching skills observation checklist.

Table (2): The difference between the pre and post administrations of the Teaching Skills Observation Checklist

Teaching Skills	Ranks	N	Mean Rank	Sum of Ranks	Z	d	Effect size
planning	(-)	0	.00	.00	3.980	0.629	High
	(+)	20	10.50	210.00			
	Ties	0					
instruction	(-)	0	.00	.00	3.943	0.623	High
	(+)	20	10.50	210.00			
	Ties	0					
Classroom management	(-)	0	.00	.00	3.970	0.628	High
	(+)	20	10.50	210.00			
	Ties	0					
assessment	(-)	0	.00	.00	3.941	0.623	High
	(+)	20	10.50	210.00			
	Ties	0					
post – pre- Observation	(-)	0	.00	.00	3.930	0.621	High
	(+)	20	10.50	210.00			
	Ties	0					

Results in table (2) indicated that the mean ranks of the participants in the overall teaching skills in both the pre and post-administrations the pre and post-administrations of the teaching skills observation checklist. These

results indicated that the high mean was for the post results. So, it could also be noticed that z- value for the overall teaching skills observation checklist was 3.930. This value was significant at 0.01 level in favor of the post-administration of the teaching skills observation checklist. Results also indicated that the effect size was more than 0.5 so all effect size was high. The difference were significant at 0.01 in favor of post administration. That meant that the independent variable was effective in enhancing these teaching skills.

Verifying the Third Hypothesis

The third hypothesis of the research stated that: " There is a statistically significant difference at the 0.01 level between the mean ranks of the treatment group of EFL in-service teachers on the pre and post administrations of the self-efficacy scale in favor of the post one". A paired samples z-tests was used to estimate the difference between mean ranks of the pre and post administrations of the Self-Efficacy Scale in teaching.

Table (3): The difference between the pre and post-administrations of the self-efficacy scale in teaching

Teaching Skills	Ranks	N	Mean Rank	Sum of Ranks	Z	d	Effect size
planning	(-)	0	.00	.00	3.940	0.62	High
	(+)	20	10.50	210.00			
	Ties	0					
instruction	(-)	0	.00	.00	3.963	0.63	High
	(+)	20	10.50	210.00			
	Ties	0					
Classroom management	(-)	0	.00	.00	3.939	0.62	High
	(+)	20	10.50	210.00			
	Ties	0					
assessment	(-)	0	.00	.00	3.941	0.62	High
	(+)	20	10.50	210.00			
	Ties	0					
post - pre- scale	(-)	0	.00	.00	3.928	0.62	High
	(+)	20	10.50	210.00			
	Ties	0					

Results in table (3) indicated that the mean ranks of the participants in the overall teaching skills in both the pre and post-administrations the pre and post-administrations of the self-efficacy scale in teaching.. These results

indicated that the high mean was for the post results. So, it could also be noticed that z- value for the overall self-efficacy scale in teaching was 3.928. Results also indicated that the effect size was more than 0.5 so all effect size was great. The differences were significant at 0.01 in favor of the post administration. That meant that the independent variable was effective in enhancing these dimensions that were included in the scale. Also, the teachers' levels of efficacy in teaching after the administration was improved due to the situated instructional coaching program.

Results

Through the statistical analysis, the results of this study revealed that:

- 1- The mean ranks of the EFL in-service teachers in the treatment group on the post administration of the teacher's knowledge test in the overall teaching skills were higher than their mean ranks in the pretest.
- 2- The mean ranks of the EFL in-service teachers in the treatment group on the post administration of the administrations of the teaching skills observation checklist in the overall teaching skills were higher than their mean ranks in the pretest.
- 3- There was an increase in the mean rank of each skill on the post administrations of the self-efficacy scale of EFL in-service teachers.
- 4- The current study identified the suitable teaching tasks for EFL in-service teachers to develop their teaching skills and their self-efficacy.

Discussion of Results

The first result of this research ascertained the positive effect of using situated instructional coaching web-based program in improving teachers' knowledge as illustrated by the teachers' knowledge test scores. Also, it indicated the large effect of the treatment on improving the EFL in-service teachers' teaching skills. Furthermore, the z-test results of the treatment group in table (1) showed that the difference in the mean ranks of each teaching sub-skill was significant at 0.01 level in favor of the post-administration of the teacher's knowledge test.

The second result of this research ascertained the positive effect of using situated instructional coaching web-based program in enhancing teachers' performance as indicated by the teaching observation checklist. Also, it indicated the large effect of the treatment on promoting the EFL in-service teachers' teaching skills. Furthermore, the z-test results of the treatment group in table (2) showed that the difference in the mean ranks of each teaching observation checklist items was significant at 0.01 level in favor of the post-administration of the teaching observation checklist.

The third result of this research emphasized the positive effect of using the situated instructional coaching web-based program on developing EFL in-service teachers' self-efficacy. Also, it indicated the large effect of the treatment on promoting the EFL in-service teachers' self-efficacy. Furthermore, the z-test results of the treatment group in table (13) showed that the difference in the mean ranks of each teaching sub-skill was significant at 0.01 level in favor of the post-administration of the teacher's self-efficacy scale.

Based on the researcher's observation, it was noticed that the participants of the treatment group were motivated through the implementation of the treatment. The researcher realized that the strategies and examples of the different teaching skills motivated the participants, helped them improve their performance and their knowledge about different teaching skills and increased their enthusiasm towards teaching. The improvement in the participants' teaching knowledge, it could be concluded, was due to using the proposed treatment.

In fact, EFL in-service teachers' opinions were positive and they liked the treatment. They mentioned that they acquired many useful teaching strategies and knowledge. They also mentioned that they learned how to improve their performance in a professional way. The participants were happy and proud of themselves and said that it was a good experience. Even some of them at first did not like using online program but they participated and their performance improved.

The previous results were in accordance with the studies that investigated the concept of the possibilities of improving teaching skills in general through using situated instructional coaching web-based program. (e.g. Ozudogru & Ozudogru, 2017; Purdy, 2017; Frazier, 2018; Eastman, 2019). The results of these studies revealed that the situated learning instructional coaching could improve EFL teachers' teaching performance. Similarly, this treatment had significant effects on improving the teaching skills.

In conclusion, there was a statistically significant difference between the mean ranks of the participants in the treatment group on the pre and post administrations of the Teacher's Knowledge Test, Teaching Observation Checklist and Self-Efficacy Scale on the overall teaching skills in favor of the post administration. Thus, it could be confirmed that the improvement of the participants' teaching skills and self-efficacy were due to the proposed treatment employing the situated instructional coaching.

Conclusions

The current research concluded that improving teaching skills of EFL in-service teachers could be achieved through implementing the situated instructional coaching web-based program through using Google Classroom. These teaching skills contained different teaching sub-skills that can motivate EFL in-service teachers' teaching skills and develop their self-efficacy efficiently. The study results came in accordance with some previously mentioned studies.

It was obvious that the proposed program, the situated instructional coaching web-based program, was effective in encouraging all the EFL in-service teachers to participate in the teaching process. This program helped them understand the different teaching skills, and made a good use of Google Classroom appropriately. It was also noticeable that the EFL in-service teachers gained a lot from the treatment and eventually they could improve their teaching skills and develop their self-efficacy.

Generally, this research concluded the following:

1. The treatment group performance on the Teacher's Knowledge Test, Teaching Skills Observation Checklist and Self-Efficacy scale improved significantly due to the implementation of the situated instructional coaching web-based program.
2. The current study ascertained the large effect size of using the situated instructional coaching web-based program on promoting EFL in-service teachers' teaching skills.
3. The current study indicated the importance of using technological tools/ applications such as Google Classroom that could help EFL in-service teachers in promoting their teaching skills and their self-efficacy.

Major Findings

The main findings of this study were as follows:

- 1- The situated instructional coaching web-based program was effective in improving EFL in-service teachers' teaching skills and their self-efficacy.
- 2- The EFL in-service teachers' teaching skills improved through using situated instructional coaching web-based program that motivated them to use technology.
- 3- The EFL in-service teachers' performance and knowledge developed in such a way that could help become more professional teachers.

Recommendations

Based on the results and conclusions of this study, the following recommendations were offered:

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- 1- The situated instructional coaching web-based program is an effective means for developing EFL in-service teachers' teaching skills.
 - 2- Teaching skills and knowledge should receive more attention in order to be developed at different stages in order to prepare teachers for a high level of teaching through using different teaching situations.
 - 3- Teaching skills and knowledge should receive more attention from the course designers in order to be developed at the university stages especially students at the faculty of education.
 - 4- Using teaching skills through the different educational situations to enrich EFL in-service teachers with many teaching skills and knowledge and also develop their self-efficacy.
 5. Staff members of the faculties of education should devote more time and effort to link theory to practice in training the prospective teachers of English.

Suggestions for further research

The following ideas may be considered for further researches:

1. Designing a training program for both in-service and pre-service teachers so as to help them grow professionally.
2. Using technology to improve the prospective teacher' teaching skills and English language proficiency.
3. Conducting a study on the relationship between e-learning and developing teachers' creativity.
4. The effectiveness of innovative strategies on teaching English to develop young learners' achievement and their academic performance.
5. The effectiveness of contextual teaching and learning approach on teaching English writing to High school students.
6. The effectiveness of Instructional Approaches on Skill Development, Knowledge, and teaching Performance of English teachers.
7. Designing an interactive training web-based program to develop EFL pre-service teachers' teaching performance.
8. Using GC-based activities learning to different stages (i.e., primary and preparatory) on different learning skills.
9. Designing a GC web-based program to develop other language skills (listening and speaking).

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