

Taking instructional coaching up a notch: The impact of BDI on vocabulary teaching and
learning

by

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B.A., University of Técnica Particular de Loja, 2010
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Abstract

This quantitative study was designed to examine Biography-Driven Instruction Coaching's effect on increasing English vocabulary by third grade emergent bilinguals in Ecuador. The review of the literature on instructional coaching as a form of teacher professional development shows it has not been extensively researched; less so used in combination with the Biography-Driven Instruction method, as an EFL method with emergent bilinguals. One of the main purposes of this study was to accelerate language proficiency in emergent bilinguals by coaching EFL teachers by using Biography-Driven Instruction Method. This research and its experiment were meant to create a precedent study that would be followed by researchers and teaching professionals to examine, explore, and manage teacher professional development processes aimed at impacting student achievement.

The research question and the hypotheses were examined through a quantitative research study, which followed a non-randomized control trial design. The study participants were on the one hand, EFL teachers from public schools located on the west coast of Ecuador, and their emergent bilinguals. Emergent bilinguals in experimental and control groups were assessed at two points to determine whether there was a difference in the gained scores on the posttest. Six lesson plans based on the principles of the Biography Driven Instruction method were designed and applied by EFL teachers in partnership with an instructional coach, to increase the level of performance measured by the Pre-A1 Starters. A control group was used to measure the effectiveness of the intervention.

Vocabulary learning is an important part of learning to read and learning to communicate appropriately. Its teaching requires research-based and theory-driven strategies which the Biography-Driven Instruction method, is argued here, may help accelerate.

Through quantitative data collection, organization and statistical analysis, it was discovered that there was no statistically significant effect of BDI coaching on the vocabulary scores obtained by the emergent bilinguals in the experimental group. The findings of this study, despite this unexpected result, might render an additional support to the theory of instructional coaching as an effective way of providing teacher professional development when used in combination with a method of instruction that attends to the biographies of the EFL teachers.

Finally, this study raises awareness among EFL professional developers of the use of instructional coaching, in combination with tenets from the Biography Instruction Method, as more robust way of providing quality instruction. Both EFL teachers and the coach partner up towards a common goal: helping emergent bilinguals succeed. Through this study, teachers' professional developers might continue their search of effective ways to aid EFL teachers in providing quality instruction. In turn, EFL teachers may see in the assistance from a coach and in the BDI method a new avenue for meeting their aspirations to produce higher student achievement. And emergent bilinguals from all primary school grades may find in this powerful coach-teacher combination a possible long-term solution to advancing their pluricultural and plurilingual competence.

Keywords: instructional coaching, biography driven instruction, emergent bilinguals, EFL, vocabulary

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Dedication

I dedicate this dissertation and all the work, passion and reflection it took to my family, especially to my two daughters, Isabella and Emma, my beautiful *Monkitas*. Thinking about them always put a smile on my face and gave me courage and energy to advance on this doctoral journey. To my mother, Barbarita, a brave woman who cultivated in me humbleness and loving-kindness; and to my father, Agustín, who taught me from a very young age to be honest and to always do what is right. To my four sisters, Cinthia, Jessica, Margarita and Gabriela; and to my brother, Benjamín. They always supported me in pursuing this Ph.D. Their sacrifices in Ecuador made this dissertation worth every single word.

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Chapter 1 - Introduction

Statement of the Problem

Studying English as a foreign language (EFL) in primary schools has gained momentum worldwide in the last fifteen years (Coyle & Gomez Gracia, 2014; Kamwangamalu et al., 2013; Karavas, 2014; Sayer & Ban, 2014; Spolsky & Moon, 2012). In Ecuador for example, the Minister of Education declared that English as a Foreign Language (EFL) be taught from the second grade up to the seventh grade from 2016 (Acuerdo Ministerial [Ministry Agreement] 0052-14, 2014). Until 2014, English language instruction was mandatory only to students in the secondary school grades. This curriculum reform added not only six years of EFL instruction, but also new challenges for language education in this country. On the one hand, English teacher education programs of Ecuadorian universities were only preparing teachers to serve secondary school grades. On the other hand, it was indicated that to cover this new population of students, it would be necessary to hire more than five thousand primary school EFL teachers (Ministerio de Educación, 2016). Ecuador is used here as an example because the author is a native from this country, and he has experienced firsthand the need for teacher professional development (TPD) as a pre-service teacher, in-service teacher and, later on, as a faculty member of an English teacher education program. As a teacher educator, the author has observed that many of the pre-service teachers have shown enthusiasm and expressed their desire to improve their English teaching skills to help emergent bilinguals in primary schools more successfully.

Adding six years of instruction has raised one noteworthy question: Are EFL teachers prepared to meet the demands of teaching and assessing emergent bilinguals in primary schools? Won't they need help throughout this process? It has been shown that the quality of teaching has an effect on the quality of student learning (Hattie, 2010; Kraft et al., 2018; Marchant, 2002;

Murray et al., 2009); thus, TPD may become central to guaranteeing that curriculum innovations succeed, and teachers and learners benefit along the way.

Teacher Coaching (TC) has been recognized as a form of TPD with the potential to enhance teaching practices and impact student learning in many content areas (Blachowicz et al., 2005; International Literacy Association, 2018; Kraft et al., 2018; Murray et al., 2009; Teemant, 2014). This study focused on a specific branch of TC: the Partnership Instructional Coaching (PIC) model because of the emphasis it puts on approaching both the coach and the teacher as partners whose common purpose is to improve student learning (D. Knight et al., 2018; J. Knight, 2018).

The principles of the PIC model seek to provide a coherent rationale for the dynamics between coaches and teachers. This means that being partners in the educational process is achieved by employing dialogue, collaboration and reflection (J. Knight, 2009a). These three characteristics can be further enhanced by attending to the biography of the teachers at the cultural, linguistic, cognitive and academic levels, elevating the PIC model and paving the way to access the teachers' needs and assets to best impact their professional learning process.

Vocabulary learning is a key element in developing reading fluency, and in the comprehension of academic content. For primary school emergent bilinguals in an EFL context, it is crucial that a good repertoire of academic words be mastered by students that are learning grade content in English (August et al., 2016; Fernandes et al., 2017; Webb & Nation, 2017).

Biography-Driven Instruction (BDI) is a teaching method whose strategies were designed to help emergent bilinguals improve their English language proficiency (e.g., vocabulary) by attending to it holistically. The teaching method engages emergent bilinguals in three phases of learning (activation, connection and affirmation) tapping into the unique cultural and social characteristics

that emergent bilinguals bring to the classrooms (Herrera, 2016; Herrera et al., 2011). The use of BDI strategies have proven effective to advance vocabulary learning (Herrera et al., 2019), and in this study, it is used as the main method to teach emergent bilingual English vocabulary.

EFL teachers in many parts of the world are facing a new teaching reality because of curriculum innovations and education policies that try to respond to global trends, such as the addition of EFL instruction to primary school grades (Canh & Chi, 2012; Carless, 2003; Redacción, 2016; Spolsky & Moon, 2012). These new scenarios have introduced new TPD challenges for practitioners and researchers, and have become, at the same time, an opportunity for EFL teachers to grow professionally. Effective TPD requires practices that are sound, theoretically driven and research based. This dissertation aimed at becoming a research attempt to inquire into these new challenges, and to join the scholarly discussion, of which the research question that follows next is a result.

Research Question

This study was designed to answer the following Research Question (RQ) and to test the accompanying hypotheses.

- RQ: Does Partnership Instructional Coaching (PIC) augmented by Biography-Driven Instruction (BDI) increase the vocabulary development of emergent bilinguals at the primary-school level?
- Null Hypothesis (H_0): The scores on the vocabulary assessment of third grade emergent bilinguals whose teacher received PIC augmented by BDI are not higher than the scores of third grade emergent bilinguals whose teacher was not coached at all.
- Alternative Hypothesis (H_A): PIC augmented by BDI will yield a statistically significant change in the vocabulary scores of third grade emergent bilinguals in comparison to the

scores of third grade emergent bilinguals whose teachers didn't receive the aforementioned type of coaching.

The research question and the hypotheses as listed in the previous paragraph were examined through a quantitative quasi-experimental research design. The causality was inferred from the effect of the experimental conditions, the BDI coaching, on the outcome variables, the increase of vocabulary.

Significance of the Study

Rationale for the study

Several researchers have suggested that the quality of student learning is a reflection of the quality of teacher knowledge and skills (Darling-Hammond et al., 2005; Hollins, 2011). From this logic, good teachers would generate good learning. Various studies on TPD have found a connection between what teachers know and are able to do in the classrooms with how students perform and behave (Darling-Hammond et al., 2017; Kraft et al., 2018; Marchant, 2002; National Center for Systemic Improvement, 2019). This research study was motivated by the idea that any TPD hypothesized improvement should be measured as transferred performance in the learners.

To believe that graduate school course work provides all the skills and knowledge, to engage successfully in professional practice is a fallacy. Also, to believe that knowledge stays static is hard to defend. Hammerness et al. (2005) highlighted that teacher learning does not start or stop in graduate school; professional teachers continue to acquire bodies of knowledge, skills, and beliefs about the profession throughout their teaching career, constantly adding to it and reviewing their professional outlook. To think that knowledge stays static is a tremendous mistake because every year, new research endeavors bring new psychological, curriculum and

pedagogical discoveries (Hammerness et al., 2005). EFL teachers, for example, need to have regular and constant opportunities to bring themselves up to date and to stay fresh and ready for the new advancements in the field of Applied Linguistics and SLA (Richards & Farrell, 2005). Another source of change comes from educational policy makers who are regularly implementing, adopting or adapting new reforms, which, in turn, involve adopting new materials, applying new standards and rules. And of course, these new realities result in need for more TPD.

This study was oriented at two main audiences: EFL teacher professional developers (coaches, trainers, mentors) and EFL teachers. Indirectly, this study may bear significance to policymakers or educational leaders seeking causal relationships between teacher learning and student learning. This practical and theoretical significance is explained below.

Theoretical Significance of the Study

The theoretical significance of this study lies in the insights that might be derived from applying BDI coaching. This combination, that attends to the biographies of teachers and students, is expected to bring teaching and learning to a new level, where EFL teachers and coaches become learners; and in turn, EFL teachers and emergent bilinguals also reach this ideal level (Herrera, personal communication, September 20, 2020). Approaching IC from this perspective might yield data about language gains (e.g., vocabulary) that could be of interest for various educational stakeholders.

This study constitutes the first project of its kind in applying the PIC model with EFL primary school teachers, at least in Ecuador to the best of the author's knowledge. A previous study that involved the PIC model was conducted in 2011 by Briones and Ramirez (2011) in a major coastal city of Ecuador. It explored the changes the PIC model had on secondary school

EFL teachers' classroom practices and beliefs about teaching reading. Although, the researchers of this study found little evidence that the EFL teachers had changed their beliefs about teaching reading, Briones and Ramirez discovered that these teachers had added new specialized terminology to their discourse. While the study by Briones and Ramirez focused on teachers' changes in their classroom practices related to teaching reading, the present study focused on quantitative gains measured as vocabulary learned by emergent bilinguals, which is an important component of reading fluency and comprehension. Thus, this study adds to this line of TPD that has not been explored.

Literature on the effects of IC on student outcome has been documented and it has started to produce some quantitative results from causal studies and meta-analysis done in the last thirteen years (Kohler et al., 1997; Kraft et al., 2018; Murray et al., 2009; National Center for Systemic Improvement, 2019). However, after a deep search of studies about IC that involved EFL teachers, the number is very small. And when searching for causal experiments or quasi-experiments that used the previous combination, the outcome is zero. The data obtained from this study will add to the compendium of studies that offer direct links between teacher learning and student learning.

This study involved attending to the biographies of the teachers as an added layer in the PIC model (J. Knight, 2009b, 2018). This extra layer resulted in dialogue, reflection and collaboration between coaches and teachers just as Haneda et al. (2017) argued that this kind of interaction may have an effect in getting teachers to become agentive in their practice. The specific reactions captured during the coaching process yielded some valuable discussion points in this area as well.

This study sought to explore the effectiveness of transferred skills from the instructional coach to the EFL teacher, as observed in an increment of vocabulary in the emergent bilinguals. Vocabulary instruction to emergent bilinguals has been correlated with a strong connection with writing and reading comprehension (Crosson et al., 2019), with some authors (Galloway & Lesaux, 2015) indicating that schools need a tremendous amount of interventions to accelerate academic vocabulary learning.

Pedagogical Significance

Based on the results of this study, real pedagogical benefits are devised and formulated as possible suggestions for TPD, as well as for teaching vocabulary to primary school emergent bilinguals. The rationales that come next are elaborations informed on existing literature on IC used with content teachers of other subject matters (Math, English Literature, etc.). First, this study may contribute to the literature on IC as a novel form of TPD for EFL teachers. In contexts where English is taught as a foreign language (e.g. Ecuador, Perú, China, etc.), TPD has mostly focused on training teachers via workshops, on practices that involve another colleague (e.g. Peer-coaching) or on the isolated use of resources for reflection, analysis or observation (Richards & Farrell, 2005). The participation of an expert coach that continuously guides professional learning via training, peer-teaching and space for reflection might provide new insight on the advantages, and disadvantages, of having a more knowledgeable person guiding effective learning practices to translate into students increased performance.

Secondly, because this study focused on instructional coaching to innovate vocabulary teaching using strategies from the BDI method (Herrera et al., 2011; Herrera, 2017), primary and secondary school EFL teachers may find in this study new routes of approaching vocabulary. Also, teachers may benefit from the details related to vocabulary learning such as reading

comprehension and spelling (Galloway & Lesaux, 2015). These are aspects that always come during instruction that involves vocabulary lessons.

Finally, this study provided insight into the effects of sociocultural instructional practices added to IC (Haneda et al., 2017; Teemant et al., 2011). For instance, the study conducted by (Teemant, 2014) focused on IC as showing potential of pedagogical transformation. In the study by Haneda et al. (2017), the researchers observed that the dialogic interaction between the coach and the teacher created a sense of believing in a dialogic stance, and the teacher applied this to her own kindergarten class. This goes in tandem with international and local educational policy decision that have shifted the focus towards EFL instructional approaches that value the local culture of the emergent bilinguals and take into account their differences and assets to plan and design teaching.

Chapter 2 - Literature Review

What teachers learn as they advance in their career, and the efforts they make to get highly prepared for it are critical elements in defining them as professionals. These two components lie at the heart of TPD (Bransford et al., 2005; Hammerness et al., 2005). The purpose of this literature review is to explore TPD with an emphasis on teacher coaching (TC) and its effect to change teachers' practices and impact student achievement. Although TC has proven effective (Aguilar, 2013; Kohler et al., 1997; Kraft et al., 2018; Murray et al., 2009; National Center for Systemic Improvement, 2019; Teemant et al., 2011), there is hardly any literature on how it is promoted in the EFL classroom, especially in South American countries. Thus, further exploration of the concept in question is required. For instance, empirical studies might reveal, among other things, how teachers implement teacher coaching, explain what factors contribute to or impede its successful implementation, and possibly show how it benefits the teaching-learning process. The quantitative study introduced in Chapter 3 of this dissertation is a response to this need. It investigates the extent to which TC contributes to vocabulary development of Ecuadorian primary school emergent bilinguals.

With this in mind, the current chapter examines the concepts of TPD and TC. Then, Knight's (2007) Partnership Instructional Coaching (PIC) is introduced as the theoretical framework, and its main characteristics discussed. Next, previous research on TC is analyzed in relation to the theoretical components of the PIC model. Finally, this review offers an explication on the suitability of (a) attending to the biographies of the teacher to elevate Knight's PIC model, and (b) using the Biography-Driven Instruction (BDI) method to help emergent bilinguals with their language and vocabulary development.

Defining Effective Teacher Professional Development

Generally speaking, TPD involves any adult professional engaging in learning to improve knowledge and skills to perform more effectively in their field of expertise (Kasemsap, 2017).

Darling-Hammond et al. (2017) asserted that effective TPD centers around improving the teachers' classroom practices and impacting students' academic achievement. These authors have claimed that effective professional learning is the primary determinant of student success. In this sense, TPD comes as a genuine desire to ultimately help the students advance academically, and with that, increase the possibilities for success later on in life.

For a significant part of the 1970s, Showers and Joyce (1981; 1996) asserted that education systems and the quality of education in the United States needed to improve in general. These two scholars had identified that traditional TPD had resulted in a poor transfer of teaching skills into the classrooms and produced a general dislike of training sessions, manifested in the low attendance at them. Up to then, the explanation offered, as reported by (Showers & Joyce, 1996, p. 13), was that teachers lacked “motivation, effort or attitude”. But these two scholars challenged this justification by suggesting that the poor record of success of these training sessions was a product of institutional organization problems, such as little administrative support or deficiencies in the training structure.

The field of TPD has advanced a lot since the critique of Joyce and Showers (1980), and with it, scholars have begun to delineate more clearly what it means to be a professional teacher. For example, good teachers used to be defined as those with the capacity to adapt themselves to evolving situations, with the two most important attributes of this adaptation being innovation and efficiency (Hammerness et al., 2005). Along these lines, Farrel (2015), Guskey (2002) and Van der Klink et al. (2017) have all argued that effective teachers are willing to generate changes

in their classroom practices by remaining open to alternative perspectives on teaching, learning and assessment. It seems that good teachers keep and enhance their capacities to prove adaptive professionals during normal times as well as during hard times as today in the age of COVID19 with all its challenges. They approach their students' learning and their *own* learning as essential to what they do, and as a lifelong process (Brennan, 2020). Along these lines, Van der Klink et al. (2017) have stressed that teachers need to recognize that new scenarios are always appearing, with new demands and conditions, to which they need to demonstrate their desire to change and adjust.

The ways in which TPD can manifest are various ways and formats (Avalos, 2011; Darling-Hammond et al., 2017; Kasemsap, 2017). For example, in a review of 111 studies, from multiple countries, that included the phrase *teacher professional development*, Avalos (2011) identified that TPD concentrated mostly on professional learning, collaboration, conditions and factors influencing the programs, and their effectiveness. A group of researchers found that teachers preferred to deepen content knowledge in their area of expertise, learn teaching techniques, develop skills to analyze data related to student performance, and to integrate technology into teaching (Darling-Hammond et al., 2017; Great Schools Partnership, 2013). But the purposes, goals, and topics that pertain to TPD are also the concern of the administrative staff, signaling that these aspects are crucial for the schools in general (Ippolito & Bean, 2019; Mangin & Dunsmore, 2015; National Center for Systemic Improvement, 2019).

In this first section, TPD has been presented as the mechanism through which novice and veteran teachers advance their teaching knowledge. Also, it was observed that a strong connection exists between good teaching and student achievement, which argues in favor of

providing quality TPD. In the next section, TC is presented as a branch of TPD that is being looked at as promising because of its structure and nature.

Teacher Coaching as Effective Professional Development

Now, we turn our attention to the form of TPD that is at the center of this literature review: Teacher Coaching. This section will cover TC characteristics, and why it appears as a way of TPD that, in the last 30 years, has drawn attention from more and more educational stakeholders (Bakhshaei et al., 2020; Reddy et al., 2019).

In 1996, Sykes noted that the expression “one-shot-workshop” appeared to be associated with training that was “superficial” and “faddish,” and most worrisome of all, it was, at the time, being delivered with no connection to the realities in schools and classrooms (p. 465). Better models of TPD, as discussed by both Avalos (2011), Desimone and Pak (2016), and Darling-Hammond et al. (2017), involve a focus on content, active learning, modeling, and intensive and collaborative workshop sessions that required teachers to apply and reflect upon what they had learned in the sessions. One salient characteristic was that there had to be follow-up sessions where a coach accompanied teacher learning through feedback and opportunities for dialogue, collaboration, evaluation, and reflection (J. Knight, 2009a).

Voicing similar concerns early on, Joyce & Showers (1982) pointed out that having a mastery of teaching strategies or techniques was not enough for teachers to assume they would obtain positive outcomes in their classrooms. The accurate transfer of skill and its application depended on the guidance and support of a coach. In the last three decades, TC has been used more and more as a recurrent form of TPD schemes and models for teacher learning (Borman & Feger, 2006; Garmston, 1987; Hammond & Moore, 2018; Joyce & Showers, 1982; J. Knight, 2004; Ross, 1992). Some contemporary field literature has indicated that TC is gaining interest

from policymakers, administrators, teachers, and researchers because of its impact on teacher change and student achievement. (Desimone & Pak, 2016; Hershfeldt et al., 2012; Kohler et al., 1997; Kraft et al., 2018; Shidler, 2009).

As a form of TPD, TC has been referred to as difficult to understand, mainly because of the many roles a coach may require (Killion, 2009; J. Knight, 2009b). Gallucci et al. (2010) used the phrase “inherently multifaceted” (p. 922). In its infancy, Joyce & Showers (1981) referred to TC as “characterized by an observation and feedback cycle in an ongoing instructional or clinical situation...a collegial approach to the analysis of teaching for the purpose of integrating mastered skills and strategies” (p. 170). It seems that TC appeared in response to teaching that was subjective but lacked a theoretical foundation or evidence-based approach.

Instructional Coaching

Teacher coaching is broad and encompass various formats that range from models where teachers coach one another, formally known as peer-coaching (Kohler et al., 1997; Showers & Joyce, 1996; Zwart et al., 2009); cognitive coaching (Ellison & Hayes, 2009); content coaching (West, 2009), which has mostly focused on Math (Murray et al., 2009; Olson & Barrett, 2004; West & Staub, 2003) and Literacy (Blachowicz et al., 2005; International Literacy Association, 2018), and instructional coaching (IC). This last branch of TC is the focus of this dissertation from this point forward. The reader is invited to note that where the acronym TC is used, this will make reference to teacher coaching in general, whereas the acronym IC will be used specifically to refer to coaching as described in the next paragraph.

Whereas the broad definition of TC is a process in which an expert “works with teachers [in general and for diverse purposes] to provide support in the implementation of their duties as a teacher” (Hershfeldt et al., 2012, p. 282), the specific definition of IC refers to a relationship in

which the coach and the teacher work as two partners that collaboratively engage in several dynamics as equals to set specific teaching goals and reach more students (J. Knight, 2019). The precise details of that joint effort may go from teaching together, discussing strategy effectiveness, addressing specific student needs among others. In seminal works on the subject, D. Knight (2016) and J. Knight (2009b) presented the coach-teacher relationship as a series of commitments from both parties that they referred to as the partnership principles.

Instructional coaching appeared as a response to professional development that was deficient (e.g., Joyce & Showers, 1981) and, because of that, it has been approached in terms of what characteristics make it effective TPD (Avalos, 2011; Darling-Hammond et al., 2017; Desimone & Pak, 2016). In her review of best TPD practices, Avalos (2011) reported several aspects present across various versions of TC (Borman & Feger, 2006; Desimone & Pak, 2016; Gallucci et al., 2010; J. Knight, 2009b). For example, collaboration, modeling of strategies, and reflection surfaced as elements that have been researched by many scholars and been tied to a positive perception of effective IC (Jarvis et al., 2017; Murray et al., 2009; National Center for Systemic Improvement, 2019; Reddy et al., 2019). Another group of researchers have extracted what they considered important TC qualities from their review of high-quality empirical research articles and concluded that IC involves using an expert's services (Darling-Hammond et al., 2017). As an instance of this, Neufeld et al. (2003) pointed out that IC programs had made possible TPD routes that target specific students' needs, and that resulted in increased skill transfer into the classroom because the coaches encouraged and helped the teachers to do so. This accomplishment promoted a willingness to co-teach and to assume collective responsibility; generated proactive discussions between principals and teachers about classroom practices and

their connection to academic achievement; and provided feedback about the appropriacy of using students' score to guide instructional actions.

The narrative in this section has indicated that TC appeared as a response to sit-and-get TPD that was seen as deficient in transferring skills to the classroom. It also painted a picture of what TC is, its many formats —of which IC plays a central role in this dissertation—, and various aspects that have become vital aspects for research and analysis. In the next section, the Partnership Instructional Coaching (PIC) is introduced as the specific TC model, which theoretically guides this dissertation.

The Impact of Teacher Coaching on Student Achievement

Research conducted in the last 20 years has shown that TC resulted in improvements in the teachers' classroom practices, with some data indicating that these changes have impacted student outcome (Desimone & Pak, 2016; D. Knight et al., 2018; J. Knight, 2019; Kohler et al., 1997; Kraft et al., 2018; Ross, 1992). The most extensive and recent meta-analysis of the effects of coaching on teacher practice and student achievement was carried out in 2018 by Kraft et al. (2018). This review of sixty causal research design studies was conducted to determine the effects that TC programs had on the teachers' practices and beliefs and the learners' academic outcomes. On average, all the studies yielded an effect size of 0.49 Standard Deviations on teacher practice, while the combined effect size on student achievement was only 0.18 SD. The central extraction from this study was that the impact of teacher coaching on instruction was more visible than the effect on student achievement. One of the implications of this data is that improvements in the learners' performance require the teachers to change their instructional practices drastically.

The Partnership Instructional Coaching Model

One of the most potent, widely accepted and reportedly adopted models of IC, to have emerged from the efforts to reform TPD, was developed by J. Knight (2004, 2009b) and D. Knight et al. (2016). Formally referred to as Partnership Instructional Coaching, this model was founded in the Partnership Principles first put forth by J. Knight in 2002.

Next, the steps of the PIC cycle and the Principles of the Partnership Philosophy will provide a composite theoretical framework for this study (see Table 2.1).

Table 2.1 Composite Theoretical Framework. Phases of the PIC Model aligned to the Partnership Principles

Phases of the PIC Cycle	Partnership Philosophy Principles			
	Equality	Dialogue	Praxis	Reciprocity
Identify		X		
Learn	X	X	X	X
Improve		X		

The PIC Cycle Jim Knight et al’s (2015) PIC model is presented as a cyclical framework that can be adopted or adapted based on the teachers' specific contextual needs and characteristics.

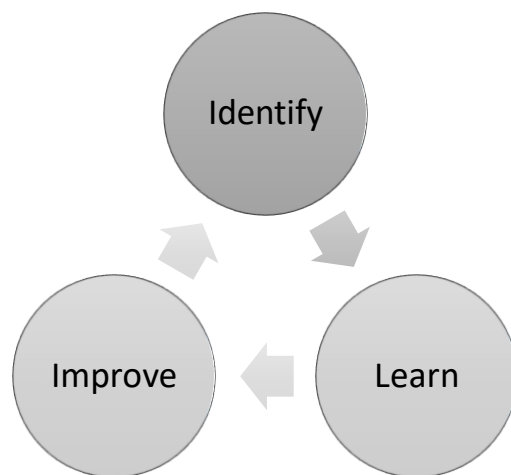
The cycle consists of three steps: (a) identify, (b) learn, and (f) improve (see Fig. 2.1).

Identify

The teacher and the coach in an act of collaboration set to identify a specific goal and the teaching strategy that will guide in the design of curriculum, units, and lesson plans. To do this, the coach evaluates specific approaches based on the nature of the subject matter and decides on a plan. This emphasis in accompanying content and strategy planning aligns with claims that “Professional learning that has shown an impact on student achievement is focused on the

content that teachers teach” (Darling-Hammond et al., 2017, p. 5). Teachers have shown negative views when TC has focused on content unrelated to their subject matter, creating the attitude that the program was not relevant or worth receiving (Jacobs et al., 2018). The previous scenario connects with what Desimone & Pak (2016), J. Knight (2007) and Neufeld et al. (2003) have concluded about the content of the TC sessions: what is taught has to be relevant to the reality of the teachers, and the coaches have to be experts in the areas in which they provide TPD to provide accurate guidance in identifying and selecting goals on which to concentrate and invest effort. Desimone and Pak (2016, p. 3) found that TC with an acknowledgment of the importance of content, allows both the coach and teacher to “engage deeply in the subject-matter content of the lesson, whether the focus is on developing assignments, classroom pedagogical approaches, student understanding, or diagnostic assessments”. Teachers feel more inclined to receiving TC that they know is connected with the content they currently teach because they can apply the strategies and methods to their current classes and solve existing problems.

Figure 2.1. The PIC Cycle



Learn

The second step in the process is implementing the strategies identified as capable of achieving the goals set in the previous step. Among several strategies, D. Knight et al. (2016) have suggested cooperative learning, telling stories, using useful questions, experiential learning, and challenging assignments as indispensable for learning. How people learn, regardless of age, is a phenomenon that has been studied abundantly (Kim, 2004; Meade et al., 2018; Mezirow, 1991; Piaget et al., 2000). The connection between TPD and its impact on student achievement has been manifested, mostly when the coaches' method involved active learning practices. Active learning is conceptualized as having the form of one-on-one or group interactions, and it may apply various configurations of interactions between coaches and teachers (Desimone & Pak, 2016; Jarvis et al., 2017). This direct interaction has proved very powerful because the discussions that preceded it and the ones that followed afterward were fuel for reflection and collaboration, vital to teacher learning (Shidler, 2009). Active learning is a crucial aspect of teacher learning that Darling-Hammond et al. (2017) and Desimone & Pak (2016) have found in successful IC initiatives. Also, IC sessions that provide space for discussion, observation of lessons by a practicing teacher, and example sessions of good practice have been known to impact teacher skill transfer positively, and this skill transfer is believed to translate into student achievement (Joyce & Showers, 1981; J. Knight, 2019; Rush & Young, 2011).

Although explaining is a necessary step to interact in the guided teaching session, for D. Knight et al. (2016), modelling brings the transferring of skills to a superior level. The previous claim does not mean the coach has to model the whole class, but only those aspects related to a specific strategy. Modeling has as a primary purpose to “help the teacher better understand how the accurate use of a practice ‘looks’ and how it impacts the performance of the learner”

(National Center for Systemic Improvement, 2019, p. 5). Additionally, Darling-Hammond et al. (2017) indicated that modeling can be expressed via “videos of written cases of teaching, demonstration lessons, units or lesson plans, observation of peers and curriculum materials including sample assessments and student work samples” (p. 11). In all the steps of the PIC cycle, videos are used to inform the actions the goals, prepare the learning activities and to use as fuel for activities of feedback and reflection, two aspects that re part of the last step, and which are elaborated upon next.

Improve

This step in the PIC cycle is about those collaborative actions that depart from monitoring on the part of the coach to confirm whether the goals planned have been achieved. The PIC model has the power to transform the beliefs that teachers hold about teacher and learning, including working in collaboration with a coach. One way of achieving improvement is by feedback. According to the National Center for Systemic Improvement (2019), feedback is the third most influential coaching practice because it improves early childhood teaching practice, K-grade 12 teacher practices and learner outcomes. Teachers are more willing to adopt changes when another teacher or coach works alongside them (Zwart et al., 2009).

Another way of improving is via reflection. According to Darling-Hammond et al. (2017), teacher professional learning associated with student learning gains frequently provide built-in time for teachers to think about, receive input on, and make changes to their practice by giving intentional time for feedback and reflection. For example, Greenleaf et al. (1998) documented a specific coaching intervention in which the teachers, after participating in a lesson as learners, were allowed to describe the class elements and think about possible implications and applications of using or adapting those elements to their situations. Although, this level of

reflection is a good start, the goal is for teachers to reach deeper spheres of thinking and give them opportunities to use their critical reflection power to explore questions about the children's drives and most longed wishes. With this kind of thinking fuel, teachers can more successfully take advantage of their students' assets and background information to help them thrive in school. As an instance of the previous connection, Wise and Zwiers (2014) presented the results of an initiative in a Guatemalan school where ICs and their coached teachers were to develop reflecting capacity. The purpose of the research was to explore whether other teachers and school authorities could improve school efficacy and classroom practice using action research projects that included reflection as a central component. The main finding was that reflection provided the teachers, and the coaches with an autonomous mindset and the confidence to make their own informed decisions.

The Partnership Principles The three steps of the PIC model described above are supported by four principles of the Partnership Philosophy (J. Knight, 2002, 2007). As the coach and the teacher carry out the steps of the PIC cycle, the coach makes sure that equality, dialogue, praxis and reciprocity are exercised. Before each of the principles are explained, they will be specifically tied to a step in the PIC cycle in a Composite Theoretical Framework (see Table 2.1).

This first principle, *equality*, put forth the idea that both the coach and the coachee are at the same level in the training relationship, meaning that the opinions of both parties are to be valued and considered for decisions. It also means that the coach pays attention to what the teachers say to take action from that learning. Then, equality comes to reflect respect and faith in the other (J. Knight, 2009a). Neufeld et al. (2003) stated that ICs have the power to help teachers to transfer their learned skills to the classroom, creating a safe environment where the teachers

feel supported and not criticized, encouraging the teachers to develop leadership skills to work collaboratively with other teachers. A true partnership takes place between equals, and equals arrive at a mutual decision through horizontal dialogue exploring ideas and learning together.

The second principle is *dialogue*. Because in a true partnership, individuals are seen as equal, neither seeks to impose or be the authoritative voice; on the contrary, the goal is to arrive at a sincere dialogue. This dialogic disposition generates opportunities for elevating thinking and learning for both the coach and the coachee. Boyd and Markarian (2011), referring to the dialogic stance teachers need to have towards learners, stated that “attentive listening is a necessary prerequisite for instructional dialogue and discussion. Good teachers listen to, follow, and support students’ ideas, purposes, and lines of reasoning” (p. 519). The same can be applied to coaches when they listen attentively to the teachers and work together to think up the best ideas to improve an aspect of the classroom the teachers wish to improve.

The third principle, *praxis*, refers to the coach's invitations for teachers to reconstruct and assign meaning to effective teaching practices in relevant and context-based ways, anticipating possible challenges and opportunities. Within the principle of praxis, the coach's ideal role has been described as one that ultimately fosters autonomy and develops in the teachers the power of agency and advocacy (Haneda et al., 2017). This idea of independence goes in hand with all the principles so far introduced. Real partners make decisions together, and come to relevant courses of action from critically reflecting, which ultimately gets them to express their points of view and act upon them (D. Knight et al., 2016, p. 276). Zwart et al. (2009) discovered that teachers’ willingness to change might be motivated by knowing that they are going to demonstrate a new strategy they have mastered during a class. Teachers learn better when they feel that there is a real opportunity to improve their teaching practice (Zwart et al., 2009).

The last principle covers *reciprocity*. Teacher learning conditions are affected by how teachers perceive reciprocal learning and how they use this collective expectation to create specific teacher learning environments that respond to those expectations (Zwart et al., 2009). Reciprocity involves a coach-teacher dyad as a genuine partnership where “everyone benefits from the success, learning, or experience of everyone else” (D. Knight et al., 2016, p. 277).

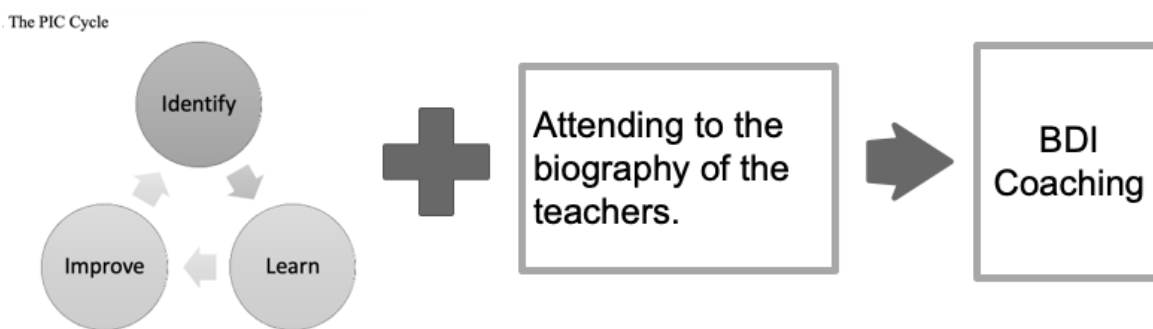
Within the idea of a genuine partnership, the coach should aspire to build an emotional connection with the teachers. According to Hershfield et al. (2012), a good coach listens attentively, tells good stories, and creates a suitable environment for the teachers to vent their emotions and find solutions to problems. And according to Boyatzis et al. (2006), professionally developing a teacher or leader should involve a sincere interest in helping the person and not just the professional. To best mean this idea, these scholars used the phrase “coaching with compassion” (p. 9) to convey the message that helping the human being behind the professional should come first, and this genuine interest should guide all of the activities and procedures to put in place by the coach. Coaching with compassion seeks to help the teachers develop and serve the school or institution better and reach a personal level of development. It procures to “help them reach personal goals and fulfill their dreams and aspirations ... [it] involves a sincere demonstration of care on the part of the coach for the coachee, and vice-versa” (Boyatzis et al., 2006, pp. 13–14). When the coach and the teacher work as equals, this sends a positive message, and the teacher develops an inclination to want to be part of a coaching program (Desimone & Pak, 2016). This assertion was evidenced in Zwart et al.’s (2009) intervention of reciprocal coaching. As a result of the intervention, intrinsic motivation was developed, and progress was observed when an expert acted as a colleague that fostered collaboration and learning in a safe and trustworthy environment. When the expert teacher appears as someone who imposes his

experience or knowledge, the TPD program may fail. An unbalanced interaction implies that teachers may refrain from trying new strategies or procedures that greatly benefit student learning.

Elevating the PIC Model through the Biography Driven Instruction

The PIC model articulates a teacher learning cycle of three steps that through the principles of equality, dialogue, praxis and reciprocity, aspires to bring teachers and coaches to a level of dialogical interaction, effective collaboration and transforming reflection to unlock teacher potential and student success. Although this structure is reasonable and convincing, the author of this dissertation argues that this structure may be enhanced and taken to a new level by complementing it with BDI (see Figure 2.2). The BDI method will provide routes of interaction that attend to the totality of the teacher by covering their sociocultural, linguistic, cognitive and academic dimensions. Attending to these four dimensions will bridge the road to *equality*, generate more space for *dialogic* conversation, facilitate *praxis* and achieve *reciprocity*.

Figure 2.2. Augmentation of PIC Model with BDI



Several scholars (Gay, 2018; Villegas & Lucas, 2002) have explored and expanded what is known about the classroom implications of a sociocultural perspective in learning and teaching in general. Other authors have approached the theoretical and empirical implications of this

perspective to the field of language teaching (Johnson, 2009; Johnson & Golombek, 2011; Lantolf, 2007, 2011). Herrera's (2016) Biography-Driven Instruction is an example of a teaching method that integrally imbricates key elements from culturally-responsive pedagogy and sociocultural theory. Herrera and her collaborators at the Center for Intercultural and Multilingual Advocacy (CIMA) devised and created this teaching method that puts the students' biography as central for their engagement and academic achievement (Murry et al., 2015). Herrera's BDI method was partly influenced by the Prism Model (Collier & Thomas, 2007; Thomas & Collier, 1997). This model explains how culturally, and linguistically diverse (CLD) students' performance is influenced by sociocultural, linguistic, cognitive, and academic factors. Recognizing linguistic and cultural diversity is of central interest in sociocultural learning because culture is viewed as a system of meanings that are produced and reproduced as the emergent bilinguals participate in classroom activities (Nasir & Hand, 2006). The teachers must allow this reconstruction to occur so that children can merge existing cultural aspects with new cultural elements. This constructive process has the power to help CLD children successfully function as they navigate in their student life.

According to Herrera, the primary purpose of BDI is to create a comfortable and familiar teaching and learning space in which both the teacher and the student view one another as learners (Herrera, personal communication, September 10, 2020). She maintains that this can be done by putting into play teaching actions that genuinely respond to the students' sociocultural and linguistic realities. This is the central idea behind elevating the PIC model. Just as the teacher and the student become learners, coaches and teachers become learners. The sought partnership will have more chance of success when the coach genuinely responds to the teachers' sociocultural, linguistic, cognitive and academic realities.

As a method of teaching, BDI results from an in-depth analysis of various bodies of knowledge. Among these was Engel's (1977) bio-psycho-social model. With his model, Engel argued that to provide better treatment to patients, doctors need to take into account psychological and social aspects apart from biological ones. In a comparative fashion, students need to be seen as beings whose sociocultural, linguistic, cognitive and academic dimensions need to be taken into account, to reach and maximize their learning potential. Vygotsky's (1986) concept of the Zone of Proximal Development (ZPD), which "is the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (p. 86) indicates that children display their true potential, and development when they are assisted by a more capable other. Along this line is Krashen's (1981) *i+1* hypothesis of language acquisition. This hypothesis indicates that acquisition happens when the learners are presented with language that is a bit beyond the learner's current knowledge. Herrera also incorporated Marzano's learning strategies for learners to actively interact with the content via non-linguistic representations, activating prior knowledge and providing feedback. And from Gonzalez et al. (2005) the Funds of Knowledge concept is added. The funds of knowledge involve the accumulated cultural knowledge that children bring from their household life history into the classroom, whose recognition and utilization enrich the instructional conversation among teachers and students.

Putting BDI into action takes place in three specific moments within the lesson cycle. These three moments are known as the activation, connection, and affirmation phases of teaching and learning. In the *activation* phase, the teachers seek to surface what the student brings to the classroom and prepare the emergent bilinguals to make *connections* between what they already

know and the new information the teacher offers them to learn. In the third phase, the method seeks to *affirm* what the emergent bilinguals have learned through authentic assessments that consider the primary realities they have displayed throughout their performance in the lesson (S. Herrera, 2016).

These three phases require that teachers and emergent bilinguals interact in different grouping configurations, referred to as itpsI, allowing the learners to actively engage with each other and the teacher (Herrera et al., 2011) and take advantage of the dialogue that generates during the interactions. In the words of Tharp & Gallimore (1991), “The development of thinking skills—the ability to form, express, and exchange ideas in speech and writing—the critical form of assisting learners is dialogue—the questioning and sharing of ideas and knowledge that happen in conversation” (pp. 2-3). This dialogue, also known as instructional conversation, is believed to produce meaningful constructions or new schemas that build upon the learners' knowledge (Barnes, 2008).

Summary

This chapter summarizes the theoretical component of this dissertation. It starts defining the terms teacher professional development, teacher coaching and instructional coaching. As these concepts are defined, specific characteristics are presented with emphasis to what makes them effective teacher learning practices. Then, the theoretical framework is presented as composed by the Partnership Instructional Coaching Model with its main component the PIC cycle. Next, Biography driven instruction is introduced as a plus to augment the effects of the partnership philosophy upon the PIC cycle. This addition should yield as a result a hypothesized improvement in the teacher-coach relationship and consequently better levels of skills transfer

anticipating better student outcome. The chapter ends establishing a research problem and a specific research question, of which Chapter 3 is the result presented next.

Chapter 3 - **Research Methodology**

This chapter presents a detailed account of the methodological route the author followed to investigate the improvement of English language by following the instructional practices of the PIC model in combination with the tenets of Biography Driven Instruction to maximize the vocabulary development of primary school emergent bilinguals.

Research Question and Hypotheses

This study was designed to answer the following Research Question (RQ) and to test the following hypotheses.

- RQ: Does Partnership Instructional Coaching augmented by Biography-Driven Instruction (BDI) increase the vocabulary development of emergent bilinguals at the primary-school level?
- Null Hypothesis (H_0): The scores on the vocabulary test of third grade emergent bilinguals whose teacher received PIC augmented by BDI are not higher than the scores of third grade emergent bilinguals whose teacher was not coached at all.
- Alternative Hypothesis (H_A): PIC augmented by BDI will yield a statistically significant change in the vocabulary scores of third grade emergent bilinguals in comparison to the scores of third grade emergent bilinguals whose teachers don't receive the aforementioned type of coaching.

The research question and the hypotheses as listed above were examined through a of quantitative quasi-experimental design. The causality will be inferred from the effect of the experimental conditions, the BDI coaching, on the outcome variables, the increase of vocabulary.

Inclusion and Exclusion Criteria

This study included three categories of participants: emergent bilinguals, EFL teachers, and an instructional coach. This section includes the criteria defined to selecting these participants.

English as a Foreign Language Teachers

This study required the participation of six EFL teachers. These EFL teachers were selected according to the criteria presented next:

- Currently teaching in third grade,
- In-service teachers with a minimum three-year experience in primary school (in any grade, but preferably experience teaching third graders),
- Holding a Bachelors' degree in teaching EFL, a master's degree is preferable,
- Proficient in English at least at the B1 level according to the Common European Framework of Reference (CEFR) (Council of Europe, 2019). By law, Ecuadorian in-service teachers are required to have a CEFR B2 level to be able to teach at a public school (Acuerdo Ministerial 2017-00065-A, 2017). But in this study, because the level of English required to teach third grade students is very low, a B1 level is deemed enough (see Table 3.1).
- Because of the COVID19 pandemic, all teachers in Ecuador were required to deliver instruction online (Decreto Estado de Emergencia, 2020). All the teachers and all the students nationwide were forbidden to attend classes in person. Because of this, the EFL teachers selected had access to Internet that was fast enough to guarantee a stable connection with the coach and with the students while the study takes place in all its phases.

Table 3.1 English Level Competence Descriptor (Council of Europe, 2019)

CEFR Level	Description
A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g., very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

Emergent Bilinguals

Emergent bilinguals were required to meet the criteria described next:

- Enrolled in and attending third grade,
- With access to an electronic device with a microphone and camera,
- With access to an Internet connection that allows a stable videoconferencing connection,
- Receiving consent from his or her parent 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,
- Proficient in English at least at the B1 level according to the Common European Framework of Reference (CEFR) (Council of Europe, 2019).

Participants Characteristics

The initial sample included six third grade EFL teachers from six public schools. These EFL teachers ranged from 26 to 38 years (men: $M = 31$, $SD = 7.071$; women: $M = 32.25$, $SD = 4.425$). The sample also included the emergent bilinguals of those teachers. They were 78 boys and 100 girls aged 7 to 9 years (boys: $M = 7.31$, $SD = 0.467$; girls: $M = 7.25$, $SD = 0.435$). Table 3.2 shows a summary of the demographic characteristics of the sample.

Table 3.2 Demographic Characteristics of the Sample

Characteristic	EFL Teachers		Emergent Bilinguals	
	n= 6	%	n= 158	%
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				
Undergraduate degree	5	83.33	n/a	n/a
Graduate degree	1	16.67	n/a	n/a

The instructional coach was a man of 38 years pursuing a Ph.D. at a Midwest university in the United States. This instructional coach has worked in primary schools, secondary schools and as a faculty member totaling more than 18 years of experience as an EFL teacher and teacher professional developer. He reported to have CEFR C2 proficiency in English.

Sampling Procedures

School Setting

This study was conducted in public schools located in urban areas. This decision was made because public schools are the ones that receive the majority of the student population in Ecuador. According to statistics from the Ministry of Education of Ecuador (2020), there are 2,153 schools in the province of Manabí, of which 1,848 are public, 250 are private, 46 are *fiscomisional*—educational institutions co-funded by the central government and another public

entity—and 8 are run and funded by city halls (see Table 3.3). Public schools in Manabi are located in urban and rural areas.

For this study, schools located in urban areas were selected due to the fact that the emergent bilinguals and their families that attend schools located in urban areas were domiciled in urban areas better access to a broadband Internet connection. This fact in itself constituted a generalizability limitation (see Chapter 5) to population with good access to Internet. Although emergent bilinguals from families in these urban areas had access to an Internet connection and a computer or other electronic device on which to receive the lessons, not all emergent bilinguals could attend the lessons because of connections problems.

Table 3.3 Composition of Schools in the Province of Manabí, Ecuador

Type of School	Number of Schools	%	Number of Students	%
Public	1,849	85.88	239,527	82.83
Private	250	11.61	38,793	13.41
Fiscomisional	46	2.13	10,138	3.50
Municipal	8	0.37	760	0.26
Total	2,153	100	289,218	100

Selection of EFL Teachers

The EFL teachers that participated in this study were all pooled from the records of pre-service teachers that graduated at the local university where the author is a faculty member. These teachers that met the inclusion criteria were contacted initially via email, and subsequently via phone calls. From an original list of fifteen candidates, six accepted to participate. These candidates were offered to receive an advanced virtual English course worth 50 dollars as compensation for their voluntary participation.

The six EFL teachers underwent a PD course on the BDI method, followed by a phase of intervention. This intervention required assigning three EFL teachers to an intervention group where they were guided by an instructional coach; and assigning three EFL teachers to a control group where the EFL teachers were to apply the learnings from the professional development program without guidance.

Data Collection

This present study adhered to the characteristics of a non-randomized trial. It was structured using a pretest-posttest non-equivalent comparison group design. Dimitrov and Rumrill (2003) indicated that this type of design is “widely used in behavioral research, primarily for the purpose of comparing groups and/or measuring change resulting from experimental treatments” (p. 159). Random assignment was not possible because the intervention took place when the school year was already in session. The students were already assigned to a class, and it was not possible to divide them into two groups.

Cohen et al.’s (2018) advice of “using samples that come from the sample population or samples that are as likely as possible” was followed (Kerlinger & Lee, 2000, p. 407). The schools shared most characteristics: children’s age, school location, education background and competence of the teachers.

The study consisted of two phases (see Figure 3.1). The first phase involved a 40-hour professional development course to provide all six EFL teachers with knowledge and training in the application of BDI Power Six strategies. In the second phase, teachers in the experimental group received BDI coaching while the other three teachers conducted the lessons without additional support. These two components of the intervention are described in detail in the following section.

The learners from all six schools took the Pre-A1 Examination Starter at two points: before intervention started and after it had ended, to have two points of comparison that allowed to determine whether there was an increment in the test scores of the posttest and evaluate the effects of BDI coaching on the acquisition of vocabulary on the part of the emergent bilinguals (see Figure 3.1).

Figure 3.1 Design of Study

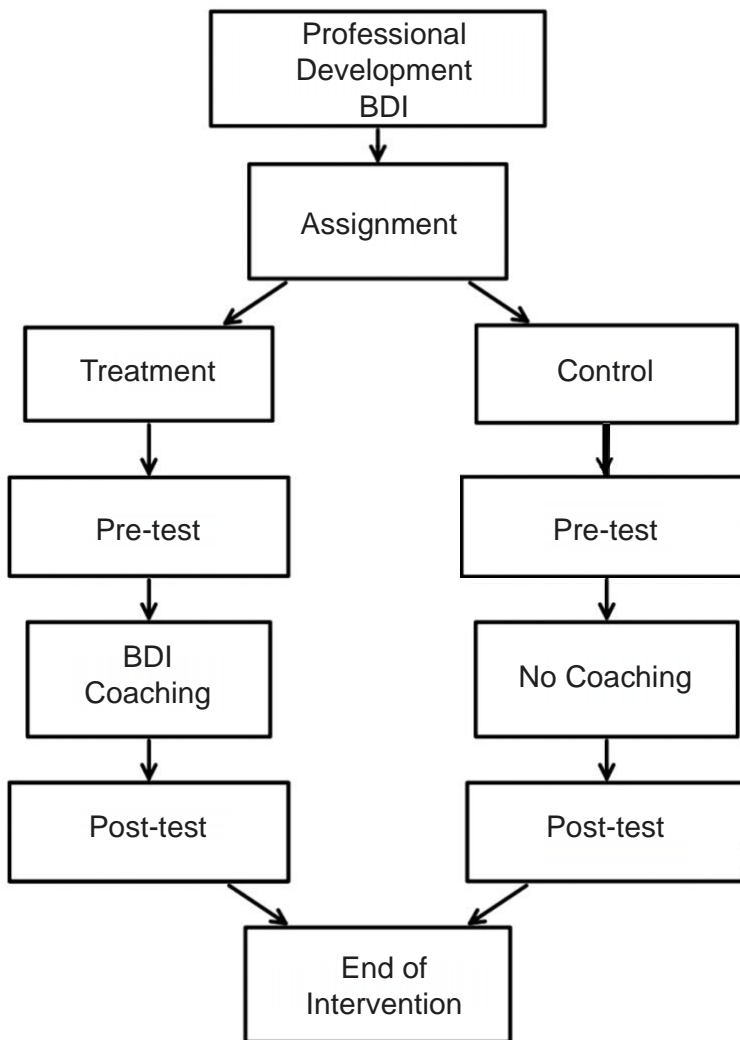


Table 3.4 presents an overview of the sources from where the data was collected and the dates when they took place. The primary measure was the scores of the pretest and the posttest from the students in the two conditions.

Table 3.4 Timeline for Data Collection

Jan. 2021	Jan. 2021	Feb. 2021	March. 2021	March. 2021
Contacting teachers	Conducting a professional development program remotely (three weeks)	Pretest (Feb 8th & 9th)	BDI Coaching ends (March 3rd)	Data Analysis
Creation of professional development course on Moodle		BDI Coaching starts (Feb. 10th)	Posttest (March 4th and 5th)	

Professional Development Program

The teachers participating in the study will all receive a 40-hour professional development course that:

- Gave EFL teachers foundational information about Biography Driven Instruction method, in particular the importance of attending to the assets and needs of emergent bilinguals (Prism Model, Socioemotional and Cultural Principles, Third Space, Background knowledge, etc.),
- Familiarized them with the three phases of the teaching-learning cycle: Activation, Connection and Affirmation,
- Trained them to apply BDI Power Six strategies to teach vocabulary, and

- Let them experience first-hand the main characteristics of the BDI method since the coach will unfold the strategies and practices on the teachers.

The course was delivered via the Learning Management System *Moodle*. Moodle is used to create and host higher education courses. Worldwide, Moodle has over 50% of market share in academia in Europe, Latin America, and Oceania (Tabakova, 2020). Several learning modules were created in which the EFL teachers interacted with the instructional coach and with each other. The course involved synchronous and asynchronous participation. Of the 40 hours, 12 hours were devoted to synchronous learning and the remaining hours were used for autonomous learning. There were two sessions of two hours every week for a total of three weeks. The course required the EFL teachers to complete six practice lesson plans, one for each of the BDI Power Six strategies. One additional week was devoted to the completion, revision and approval of the lesson plans. These lesson plans had to adhere to the Ecuadorian English curriculum and expectations established by the school.

Partnership Instructional Coaching Focused on BDI

The teachers in the experimental group received support from the instructional coach who put into effect a series of techniques and environments that are characteristic of these effective IC practices. Research carried out in the last three decades on effective TPD has identified seven features of effective IC: it is based on content, incorporates active learning, supports collaboration, uses models of effective practice, provides coaching and expert support, offers feedback and reflection, and is of sustained duration (Darling-Hammond et al., 2017; Kasemsap, 2017; J. Knight, 2009a). The coaching practices used were modelling, guided discussion for feedback before and after lesson, and journaling to give the teachers opportunity for reflection.

This assistance lasted six weeks. Every week the coach and teacher will meet three times a week via Zoom.

The virtual encounters consisted of three phases. First, the coach and teacher discussed the lesson plans prior to the start of the lesson. During this discussion the teachers explained the sequences of the lesson plans and cleared any doubts with the coach as to the steps involved in the lesson plan. Second, the coach listened to the EFL teachers experience delivering the lessons and provided feedback making reference to theoretical and technical aspects of BDI. The next step involved an analysis of lesson delivery, problems encountered, and what to do next when presented with similar problems. To this end, a reflection wheel journal following was used as suggested by Herrera (2016). This reflection instrument provides opportunity for selecting specific moments of an event (e.g., the class lesson) and prove assumptions in light of research or accepted educational theories (e.g., SLA). The coach adopted a supportive stance, listening to the teacher and guiding them to a course of action in which they were the main decision makers, all of this within a mindset that reflected the principles of the Partnership philosophy proposed by Knight (2002) and the tenets of DBI (Herrera, 2016, 2017; Herrera et al., 2011).

Coaching that Attended to the Biography of the Teachers

The partnership teacher-coach has been widely recognized of vital importance for IC to work (Alshuraidah & Storch, 2019; J. Knight, 2009a; Kohler et al., 1997; Showers & Joyce, 1996). In order to reflect coaching that aligns with the tenets of BDI, the coach put in place a series of activities with the EFL teachers that pursued two goals: modeling the essence of BDI as a teaching method and learning about the teachers' assets, needs and wants so as to incorporate these learnings in the modelling, dialogues and reflection to be had with the teachers.

For the instructional coach to be able to incorporate pivotal historical information of the EFL teachers, the instructional coach used the concept of biopsychosocial history, defined by Herrera (2016) as “the most basic elements of human experience which include the *biological*, *psychological*, and *sociological* aspects of an individual” (p. 35). The instructional coach took in mind these aspects and sought to capture information during the professional development course. And also, as he unfolded his BDI coaching sessions with the EFL teachers in the experimental group. One concrete instrument the instructional coach used to collect biopsychosocial information was an adapted Biography Card (Herrera et al., 2011; Herrera, 2016). The original Biography Card is used with Culturally and Linguistically Diverse (CLD) K-12 learners (see Chapter Two for more information). The Biography Card used with the EFL teachers allowed the instructional coach to collect some of the wealth of accumulated history that the teachers brought to the classroom. During the instructional coaching sessions, the instructional coach used this vital information and paid special attention to relevant details related to the four Prism Model dimensions of the EFL teachers.

From the sociocultural dimension, aspects related to “love, laughter and joy” (Herrera et al., 2011, p. 155) were materialized by tapping into and acknowledging the teachers’ emotions, their ethnic identity, and their professional aspirations. Among the linguistic considerations that were taken into account were the teachers’ preference to use their L1 or L2, not only to communicate with the students but to communicate with the instructional coach. These EFL teachers had a CEFR B1 level, and therefore, only used English when delivering content, but they did not speak it for other more spontaneous and natural conversational purposes. As for the cognitive considerations that were applied with these teachers, and in acknowledgement of the preferences in which teachers “learn, think and apply” (Herrera et al., 2011, p. 156), one

concrete consideration that was taken into account was negotiating the times, and types of activities to be done while being coached. By attending to this part, the principle of choice proposed by Knight (2002) was taken into account. Finally, the academic dimension was also attended to during the coach-teacher interactions. The instructional coach carefully inspected the teachers' views on their learning process and provided adequately selected challenging opportunities to help the EFL teachers advance their use of sequences, strategies and techniques for successful delivery of the planned lessons. The aim of the instructional coach was to get across the message that he genuinely cared for the EFL teachers and that he was willing to support their efforts and celebrate their success.

Coaching the EFL Teachers to use the Biography Driven Instruction Method

The BDI method was envisioned to support the linguistic, cognitive and academic development of culturally and linguistically diverse students (emergent bilinguals) (Herrera, 2016). During the coaching sessions, before, during and after each lesson, it was necessary that the instructional coach supported the execution of the BDI Power Six strategies to be applied as accurately as possible. Kretlow (2010) connected the success of the activities done in the class to coaching that sought teachers' fidelity, so that the new evidenced-based classroom practices (e.g. BDI Power Six) be observed in the lesson delivery.

All six BDI Power Six strategies were introduced during the professional development course, and teachers were opportunities to see samples, ask questions, and make comments. At designated points of the course, teachers were asked to create a short lesson plan with each of the strategies, with learning activities for the three phases: activation, connection and affirmation.

Ecuadorian English Curriculum

The English language curriculum, that was brought into effect by the Ministry of Education in 2016, placed emphasis on:

- Using English for communication, not as body of knowledge that emergent bilinguals have to memorize,
- Promoting learner-centeredness, putting into effect strategies that take into account the strengths and challenges that the learners bring with them,
- Developing thinking skills by taking advantage of using the new language for advancing social and creative purposes,
- Learning through content in ways that culture and cognition are integrated in the teaching learning process and this way advance linguistic development and academic achievement,
- Using international benchmarks for performance purposes such as the Common European Framework of References for Languages.

Pre-A1 Starters

Pre-A1 Starters is an examination used to assess the English language proficiency of emergent bilinguals in third grade. The exam is aligned with the CEFR descriptors at Pre-A1. Table 3.5 summarizes how this examination level is linked to the CEFR and the Cambridge English Scale.

Examination Structure

Pre-A1 Starters is composed of three sections called papers: the reading and writing paper, the listening paper and the speaking paper. In total, students have up to 45 minutes to complete this.

The researcher decided to apply the reading and writing paper. This decision was not arbitrary and responds to COVID19 related restrictions. The listening paper required to be administered online. A pilot test done with a group of students the same age showed that the learners had many problems to the point that the validity of the data was greatly compromised. As for the speaking paper, it required the test-takers to be present. Although this was possible via teleconferencing it was declined because the teachers expressed it would take too much time as the examination requires from 10 to fifteen minutes to complete. The speaking also required an expert rater. The researcher could not find an expert that could determine speaking proficiency based on official rubrics.

Table 3.5 Description of Pre-A1 level according to CEFR

CEFR level	Description	Cambridge English Scale
Pre-A1	<p>Listening and Speaking</p> <p>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 understand some very simple spoken descriptions of people – such as name, gender, age, mood, appearance or what they are doing CAN name some familiar people or things – such as family, animals, and school or household objects CAN give very basic descriptions of some objects and animals –such as how many,</p>	<p>Reading and Writing</p> <p>CAN read and understand some simple sentences, including questions CAN follow some very short stories written in very simple Language CAN write the letters of the English alphabet CAN write name using the English alphabet CAN copy words, phrases and short sentences</p> <p>80 - 120 points</p>

color, size or location CAN respond to	CAN spell some very
very simple questions with single words or	simple words
a 'yes/no' response	correctly

The reading and writing paper was applied via *quizziz*, an educational App., that allows teachers to create and administer tests of all sorts. Table 3.6 presents the test structure and time.

Table 3.6 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	<ul style="list-style-type: none"> - Read sentences and recognize words. Tick/cross to show if 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. 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> (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

Reading and Writing	Listening	Speaking
		questions with short answers.

Validity and Reliability

The Pre-A1 Starters is guided by the Principles of Good Practice. These are four principles that involve validity, reliability, impact and impracticality. Cambridge Language Assessment division began administering the first tests of English in 1913. Table 3.7 shows typical reliability and Standard Error of Measurement (SEM) figures for Cambridge English Starter for 2010.

An instrument is said to have validity when it accurately demonstrates the features it is intended “to describe, explain or theorize” (Hammersley, 1987, p. 69). In the case of the Pre-A1 Starters, validity can be understood as the accuracy of this assessment to reflect the “test taker’s true level of ability” in the English language (Cohen et al., 2018, p. 268). Between 1998 and 2000, an external study using the “ALTE can do scales” was conducted with the purpose of determining the validity of the Pre-A1 Starters was carried out. The results of this long-term study evidenced a strong empirical link between test performance and “perceived real-world language skills”. This study also found a strong link between the CEFR scales and the Pre-A1 Starters (Cambridge University, 2019).

The concept of reliability answers the question “Can we believe the results?” In other words, for an instrument of research to be reliable it has to produce consistent results when used with the same group of people on two or more occasions (Cohen et al., 2018, p. 268). In other words, a test is reliable if a student that takes the same test on different occasions receives a similar result.

Reliability is measured by Cambridge English Assessment (2019) using three tools: Cronbach’s Alpha, the Standard Error of Measurement (SEM) and composite reliability. Cronbach’s Alpha is expressed in a numerical range from 0 and 1. The closer to 1 the score is, the more reliable it is. The SEM indicates “how close a test taker’s score is likely to be to their ‘true score’”. The Scale for the Test Starter goes from 80 to 100 points. Students scoring 85 on listening with a SEM of 1.3 (see Table 3.7) would have a high probability that their true score is between 83.7 and 86.3. The last measure is composite reliability which is taking into account all the subcomponents of the test to determine the overall score. This overall score is the one the student receives and the one taken into account to determine which level of the CEFR the students fall into (e.g. pre-A1, A2, B1, etc.).

Table 3.7 Structure of the Pre-A1 Starters

	Reliability	SEM
Starters Listening	0.76	1.3
Starters Reading and Writing	0.83	1.69

Analysis

To analyze the results of this nonequivalent comparison group pretest-posttest design, the author plans to use an independent sample T-test as this is a statistical method suitable to determine if there are differences between two independent groups, differences between interventions; and differences in change scores (Lund & Lund, 2018).

Strengths and Weaknesses

One strength of the method is the utilization of a standardized internationally recognized test of English. A standardized test will detect score differences in language proficiency with

reliability and validity. Another strength of the design is that the schools selected would be from the same category (public schools), the teachers would have similar educational backgrounds, years of experience, English proficiency level; and the socio-economic details of the parents would be similar.

On the other hand, one of the weaknesses is sample size. I am proposing to implement coaching in six schools mainly because I want to be able to make sure there is enough time for the coaching activities since the researcher will act as the coach. This limitation has prevented me from proposing a second research question pertaining to teacher skill transfer, or teacher perception of the effectiveness of coaching. Another limitation of my using a small sample is that I will not be able to generalize based on the results obtained because the sample does not constitute a number sufficient to establish power (Cohen et al., 2018). However, I think that this study may offer insight into the potential that instructional coaching has to assist EFL teachers to impact primary school emergent bilinguals' development of vocabulary.

Limitations to the Study Design

Finding schools that met the criteria established for the study was quite challenging as recruitment was reduced once the candidates were filtered based on the inclusion criteria. Enrolling them took persuasion and convincing them was hard, especially because of the added time this required for test taking purposes, and coaching sessions with the EFL teacher in the intervention group. The researcher had to deal with school principals via email and phone calls when, In Ecuador, these matters are normally handled in person. In sum, gaining access, enrolling the teachers were two difficult tasks. The EFL teachers were in charge of obtaining the parents' consent. This was not difficult as all parents agreed to let their children participate in the study.

Another limitation was that carrying all the phases of this study involved as everything had to be done remotely. In that sense, generalizability of the outcome is limited to the virtual classroom, which is not the model that seems to be the one once normalcy returns.

Because this study was done in a virtual environment, the application of pretests and posttests required an accommodation that is not typical, and which has not been documented as having the same effect as the in-person application of the test.

Summary

This chapter has provided an account of the criteria about the inclusion and exclusion of participants, including restrictions based on some demographic characteristics and nature of the research problem. It reported actual demographic characteristics of the six EFL teachers, the one hundred and fifty-eight emergent bilinguals, and the instructional coach, including aspects related to the school setting. It provided sampling procedures followed, the type of design as well as the research design proposed including the timeline of the project from start to finish. The phases of the study were described in detail, which included the professional development program, the coaching sessions and application of the pretest and posttest. The instrument for data collection was described and provided measures of validity and reliability. Finally, limitations are made transparent by indicating obstacles related to COVID19 and lack of access to resources.

Chapter 4 - Results

By analyzing quantitative data, the researcher intended to examine whether there was a statistically significant relationship between using BDI coaching and the increase of vocabulary scores on the Pre-A 1 Starters Examination. If the emergent bilinguals showed a significant increment in the vocabulary scores on the posttest in comparison to scores of the pretest, it could be suggested that adding BDI coaching enhanced the effects of teaching strategy transfer. A control group who did not receive BDI coaching, the independent variable, was used to determine it was BDI coaching what actually caused an increase in the vocabulary scores. Vocabulary knowledge was the dependent variable in this quasi experiment.

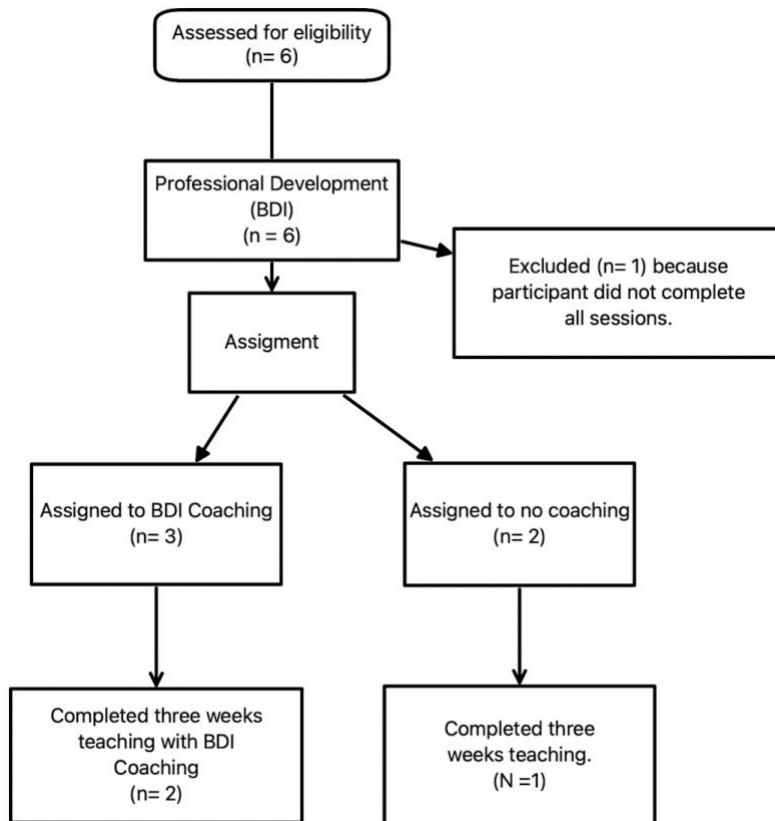
The overarching question that guided the design and implementation of this study was, does PIC augmented by BDI increase the vocabulary development of emergent bilinguals at the primary-school level? The detailed organization and analysis of the data obtained as the result of this study are presented in the sections that follow.

Participant Flow and Follow-up

Of the six EFL teachers that were enrolled for this study, only three of them could complete all phases of the study (see Figure 4.1 for a complete flow of the EFL teachers through each stage of the experiment). The first phase, the BDI professional development course, began with all six participants, but only five of them completed this phase. This phase required the EFL teachers to attend forty hours of classes and carry out several learning activities and assessment tasks. The EFL teacher removed from the study at this phase could complete only 10 hours. It had been established that to be able to go on to the next phase, it was required EFL teachers to complete at least 75% of the course load.

During the next phase, three EFL teachers were assigned to the BDI Coaching group and two to the control group. The researcher made this decision based on principles of beneficence, since the emergent bilinguals would receive an extra layer of instruction.

Figure 4.1 Participant Flow



During the intervention phase, one participant in the BDI coaching group decided to withdraw from the study for personal reasons. In the control group, one EFL teacher failed to organize the emergent bilinguals to take the posttests. This EFL teacher reported that the school authorities had decided to end the school year earlier. Because of this, the statistical analyses were computed using the scores of the emergent bilinguals from two EFL teachers in the experimental group and one EFL teacher in the control group.

In the next section, the author details the loss of data that resulted from the attrition described in this section.

Missing Data from Emergent Bilinguals

The experimental and control groups progressed chronologically from professional development to pretest, to BDI coaching/No coaching, to posttest. Emergent bilinguals in the two groups were given a pretest prior to the beginning of the intervention phase. Of the 162 emergent bilinguals, 109 completed the pretest: 40 in the control group and 69 in the experimental group. After the intervention period, 47 emergent bilinguals took the posttest: 18 in the control group and 29 in the experimental group. Table 4.1 summarizes the evolution of the data available at the end of the intervention.

In conversations with the EFL teachers, the main reason for this lower number of emergent bilinguals taking the posttest owed to the fact that schools decided to anticipate the closing of the schools one week in advance, which resulted in some students not attending the class (personal communication, February 15, 2021). Also, the teachers reported that several students had problems with their Internet connection which prevented them from completing the posttest.

Table 4.1 Summary of Missing Data

Participants	School	Completed TPD Courses?	Group Assignment	Completed Intervention?	Emergent Bilinguals (n= 162)	Pretest (n= 109)	Posttest (n= 47)
EFL teacher I	ESJS ¹	Yes	BDI Coach	Yes	30	17	13
EFL teacher S	UEJM	Yes	Control	Yes	29	21	18
EFL teacher C	UELD	Yes	BDI Coach	Yes	35	24	16

¹ These acronyms use random letters to protect identity of subjects

Participants	School	Completed TPD Courses? Assignment	Group	Completed Intervention?	Emergent Bilinguals (n= 162)	Pretest (n= 109)	Posttest (n= 47)
EFL teacher SA	UEFA	Yes	Control	No	28	19	n/a
EFL teacher F	JMUE	Yes	BDI Coach	No	40	28	n/a
EFL teacher E	UESJ	No	n/a	n/a	n/a	n/a	n/a

Prior to running the independent sample t-test, the researcher proceeded to make sure that the data did not contain any significant outliers. If significant outliers in any of the two groups existed, this could significantly affect the validity of the results when performing a statistic computation in SPSS Subscription. There were five outliers in the data set. These raw scores were eliminated and not included in the statistical analysis presented next.

Descriptive Statistics

The scores produced by the emergent bilinguals after taking the Pre-A 1 Starter examination at points 1 and 2 were used to compute an independent t-test. The Pre-A 1 Starter examination (Cambridge Assessment, n.d.) scores the emergent bilinguals got on the pretest and posttest are summarized in table 4.2.

Table 4.2 Pre and Posttest Summary

#	Participant C (BDI coaching) Subjects (n = 16)		Participant I (BDI coaching) Subjects (n = 13)		Participant S (Control) Subjects (n = 18)	
	Pretest	Posttest	Pretest	Posttest	Pretest	Posttest
1	22.00	29.00	26.00	24.00	28.00	24.00
2	16.00	17.00	22.00	25.00	14.00	17.00
3	29.00	29.00	14.00	17.00	16.00	17.00
4	29.00	27.00	16.00	17.00	29.00	29.00
5	16.00	17.00	29.00	29.00	29.00	27.00
6	14.00	15.00	29.00	27.00	24.00	26.00
7	29.00	27.00	24.00	26.00	23.00	20.00
8	27.00	26.00	23.00	20.00	25.00	24.00
9	23.00	20.00	19.00	24.00	23.00	26.00
10	19.00	24.00	23.00	28.00	20.00	23.00
11	23.00	28.00	26.00	27.00	16.00	20.00
12	26.00	27.00	18.00	24.00	14.00	15.00
13	18.00	24.00	19.00	25.00	29.00	29.00
14	21.00	26.00			27.00	26.00
15	18.00	25.00			23.00	21.00
16	19.00	25.00			17.00	23.00
17					27.00	29.00
18					21.00	22.00
19						

Descriptive statistics was utilized to determine a general overview of the means of the control and experimental groups in the pretest and posttest. The results obtained from descriptive statistics evidenced that the subjects in both conditions did slightly better on the posttest: BDI Coaching (21.966, 24.103), BDI only (22.500, 23.222). The gained scores in the experimental group were a bit over 2 points on average. Table 4.3 portrays an overview of the means and standard deviations for both groups before and after intervention.

Table 4.3 Groups Statistics

	Groups	N	Mean	Std. Deviation	Std. Error Mean
Pretest	BDI Coaching	29	21.966	4.807	.893
	No Coaching	18	22.500	5.283	1.245
Posttest	BDI Coaching	29	24.103	4.126	.766
	No Coaching	18	23.222	4.278	1.008

Inferential Statistics

Independent T-test Results

An independent t-test was computed (see Table 4.4) with an alpha score of .05, that is, a 95% level of confidence was used for running the t-test. The assumption of homogeneity of variances was not violated since the results from Lavine Test indicated that the BDI coaching, and the control groups had equal variances. These preliminary calculations gave the green light to proceed with the independent t-test.

The t-test yielded that mean difference of the gained scores from pretest and posttest in the experimental group was not statistically significant: $t(45) = .874, p > 0.05$. This meant that although there was an increase in the scores of the posttest in relation to the pretest scores, the t-test result suggested that this increase may be due to chance. As a result, the author has failed to

reject the null hypothesis of the study, meaning that the observed increment in the gained scores in the vocabulary assignment cannot be attributed to BDI coaching.

Table 4.4 Independent T-test Results

		Levene's Test		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Posttest	Equal variances assumed	.117	.734	.702	45	.874	.486	1.26	-1.65	3.41
	Equal variances not assumed			.696	35.18	.865	.491	1.27	-1.69	3.45

Summary

This chapter provided descriptive and inferential statistical analyses of the data obtained from the present study. Emergent bilinguals' scores obtained from the pretest and posttest application were analyzed using descriptive statistics to determine the mean of the groups in the experimental and control groups. From conducting a two-tailed independent t-test, the author failed to reject the null hypothesis and to declare that a BDI coaching yielded a statistically significant change in the vocabulary knowledge scores, as measured by the Pre-A 1 Starter Examination. The discussion of these results is presented in the chapter to follow.

Chapter 5 -- Discussion and Conclusion

The purpose of this study was to determine whether Biography-Driven Instruction (BDI) coaching might be a more effective way of teacher professional development (TPD). To this end, a quasi-experimental intervention using BDI coaching was conducted, with a control group at time 1 and time 2. BDI coaching was hypothesized as an elevation of Knight's PIC model and expected to enhance the partnership between the teacher and the coach, to produce better transfer of skills and, with that, better performance of emergent bilinguals on a standardized test. Vocabulary scores obtained through the Pre-A1 Starters were used as the measure for comparison of emergent bilinguals' performance in the two groups.

The statistical analysis (see Chapter 4) revealed that the mean of the gained scores on the posttest of the emergent bilinguals in the experimental group was higher than the scores of the control group. This increase, however, was not statistically significant.

In the sections that follow, this study is analyzed in relation to research conducted along the lines of its main components. In addition to that, a discussion of the results is provided in light of the actual circumstances under which the study took place. This chapter continues with a description of the limitations that were part of the study, at its various phases. Next, the author offers a series of suggestions for further research on this topic. Finally, this chapter ends detailing its implications conclusions of the study.

Comparison with the Work of Others

In its origin, discussions on IC had centered on effective transfer of skill from the coach to the teacher (Joyce & Showers, 1981). Subsequent research began exploring the transfer of skill with teachers of different content areas, signaling that this transfer translated into student achievement (Bakhshaei et al., 2020; Desimone et al., 2002; Kretlow & Bartholomew, 2010).

This has been manifested in various research projects that have taken into account the teachers' feelings of self-efficacy after having participated in an IC program (Boyatzis et al., 2006; Kretlow & Bartholomew, 2010; Ross, 1992; Rush & Young, 2011). More recent research has covered IC effectiveness as the transfer of skill represented by observable improvement in student achievement. In other words, IC is effective because the scores of the learners improve as the result of IC (J. Knight, 2018, 2019; Kraft et al., 2018; Ross, 1992; Shidler, 2009). This dissertation study is aligned with the goal of finding a causal relationship between IC and student achievement because the author believes that TPD does not pursue as an ultimate goal to advance teaching skills; instead, it seeks to help students succeed. Improving teacher skills is the necessary bridge to this end. To believe that student performance improves just because teachers perceive growth in their teaching practice may be deceiving (see the Meta-Analysis conducted by Kraft et al. 2018). Of course, this is a statement that may be counter-argued.

The study of this dissertation involved BDI coaching delivered to EFL teachers. In this respect, this study provided a line of analysis about a group of teachers that has not been documented amply. One of the few studies on IC and EFL teachers was conducted by Andrade et al. (2017). They conducted research in which EFL university faculty members coached each other as a way of improving instruction. Andrade et al. concluded this peer coaching was an effective way of TPD because it fostered collaboration and camaraderie. However, in their study, a question remained unanswered. They failed to indicate what level of skill expertise the peer-coaches had, to produce a significant impact on student achievement. In this dissertation, the author holds the idea that skills transfer requires an instructional coach who is an expert on a theory-driven and research-based teaching method. In this extant study, BDI as a teaching method met these conditions and there was a coach who was an expert in the method of

instruction (J. Knight, 2009a, 2011). But in spite of this, there were other factors that influenced the outcome of BDI coaching. These factors are discussed in the limitations section of this chapter.

Another piece of research done using IC and directed at EFL teachers was conducted by Briones and Ramirez (2011). Briones and Ramirez were interested in observing teacher skill transfer as measured by teacher self-perception and by teacher performance. Their study focused on the effect of IC on use of reading strategies. An observation protocol and a self-efficacy survey were used. The survey allowed the researchers to learn about the perceptions the EFL teachers had of their efficacy after receiving IC. The observation protocol was used to determine success in the application of transfer.

Although Andrade's et al. (2017) and Briones and Ramirez' (2011) studies provided some insight on teacher skill transfer, neither reported data from student performance that might have been used to complement success.

In the next section, the author discusses the results obtained from this quasi-experiment.

Discussion of the Results

Descriptive and inferential statistical computations revealed that BDI coaching produced an increment in the gained scores of emergent bilinguals in the experimental group in comparison to the gained scores of emergent bilinguals in the control group, but this difference was not statistically significant. Did this mean that BDI coaching was not effective? Not at all. In the next lines, several arguments are presented, by which the reader may, ultimately judge the real implications of this study.

Desimone and Pak (2016) indicated that the success of IC relies on several factors that are key for fidelity of transfer. These factors are a focus on content, active learning, sustained

duration, collaboration and contextualization. Fidelity is then central to effective skill transfer (Kretlow & Bartholomew, 2010). In this dissertation study, sustained duration was the factor that suffered the most as the intervention only lasted four weeks of the total six. One week was used for administering the pretest and another week for the posttest. During these four weeks, the coach and the EFL teachers in the experimental group were to meet three times a week. This was not entirely possible due to complications with the Internet and, in some cases, because the EFL teachers were unable to meet. In fact, this was the main reasons why one of the participants was removed from the study.

One element that could have affected the outcome of the present study may have be explained from using rote memorization activities to get emergent bilinguals to learn the target vocabulary. During one of the sessions of the professional development course, some EFL teachers mentioned they regularly use lists of vocabulary with equivalences in Spanish to have emergent bilinguals memorize new words. Although, this was rationalized as a bad practice during discussions with the EFL teachers, there was insufficient evidence to conclude that EFL teachers in both groups did not use them. It is worth noting that rote vocabulary memorization may falsely suggest good results when dealing with small amount of vocabulary.

In the short time between measuring the vocabulary knowledge at Time 1 and Time 2, the vocabulary covered may not have developed enough to indicate statistically significant results. It has been reported that acquiring a new word requires at least six instances of spaced repetition exposures to move the new word from passive to active vocabulary (Milton, 2009). The coach was aware of this limitation. So, he and the EFL teachers reached an agreement to include only fifty words during the intervention. But even with this small number of words, the EFL teachers could not deliver all the content planned. This may have influenced the teachers to use other

actions to get the emergent bilinguals to study for the test. With more time, the EFL teachers could have made adjustments to their semester planning and made decisions to compensate the missing lessons. The previous comment is made to highlight the fact that interventions that are short run the risk of suffering problems that could greatly affect the effectiveness of an intervention.

This study was guided by the hypothesis that utilizing BDI coaching would enhance the EFL teacher's application of the BDI method. The first advantage of knowing the BDI method was being ready to attend to the biography of the emergent bilinguals. The second advantage was helping the EFL teachers to enact the BDI Power Six strategies to accelerate emergent bilinguals' proficiency (e.g., vocabulary).

The first phase of the study required the EFL teachers to learn about the BDI method via a PD course of 40 hours. So, it was expected that EFL teachers in both groups learn the same strategies and sequences during this phase. The second part involved the intervention where a group of teachers received BDI coaching, and the other group of teachers applied what they learned in the PD course without assistance. The control group represents the type of TPD that has been the center of criticism for decades (Joyce & Showers, 1981, 1982; Showers & Joyce, 1996). The hypothesis was that the EFL teachers that received BDI coaching would result in better student performance as has been reported in several studies (J. Knight, 2019; Kohler et al., 1997; Kraft et al., 2018; Murray et al., 2009; Ross, 1992; Shidler, 2009). This dissertation and its research design was in great part inspired by the results of those studies.

To accelerate the learning of vocabulary, the EFL teachers in this study were expected to apply BDI Power Six strategies. EFL teachers in the two groups had received preparation for applying these strategies. They learned that an important aspect was activating the emergent

bilinguals' previous knowledge in preparation for the new vocabulary and language to be introduced, retrieved, compared and present in the students' mind. The EFL teachers in the BDI coaching group had the advantage of having the instructional coach remind them of these key aspects as part of the sequences they had to follow before starting class. The PIC model suggests that EFL teachers engage in a cycle of three moments: identify, learn and improve. The first step was identifying a weak area or issue that require intervention. The second, learning the required techniques or strategies to intervene successfully on the identified issue. And the third moment, was celebrating the gained improvement, accompanied by reflection (J. Knight, 2018). As these phases were developed, the coach created spaces for teacher-coach interaction where equality, dialogue, praxis and reciprocity were enacted. Although this ideal interaction was sought by the coach, it could not be achieved successfully at all times. The required conditions just could not be met by the EFL teachers or the emergent bilinguals. The details of those unmet conditions are covered in the next section.

Limitations of the Study

This study suffered various limitations, more than the ones anticipated during the methods phase. Primarily, participation in this study was voluntary, and the recruitment was difficult. Teachers had to be willing to collect parental consent forms and administer pretests and posttests to their students, in addition to attending a 40-hour professional development course online and at night. The experimental group had to meet regularly with the coach for three weeks. In the end, participation largely depended on personal connections. Although recruitment through personal connections is an acceptable strategy in qualitative research, it could introduce bias into quantitative research.

A second limitation of this study was sample size. The study was planned to include at least six EFL teachers: three in the experimental group and three in the control group. But by the time the posttest was applied, there were only three EFL teachers: two in the experimental group and one in the control group. This of course caused an imbalance in the number of emergent bilinguals in each group. Because of the high level of attrition and data loss, the experimental group had 40% more emergent bilinguals than the control group (see Chapter Four for more details).

Thirdly, there was a limitation at the level of implementation of the virtual PD course. The virtual PD course took place when the school year was already in effect, and the EFL teachers and the professional developer could only receive class at night. The Zoom platform was used for synchronous presentations, while the learning management system Moodle was used to house the course materials, learning activities and assessment tasks. All the EFL teachers indicated it was difficult for them to attend the sessions every day, or to stay the whole session. They attributed this to having little time from grading homework, designing lessons and being parents. This may have affected the quality of the knowledge and skills pertaining to how to apply BDI faithfully.

A fourth limitation was the impossibility of assessing the emergent bilinguals on all the papers (each of the parts of the examination) of the Pre-A1 Starter. It was not possible because the speaking paper and the listening paper required a protocol not designed to be applied to remote instruction. The only paper that could be adapted to a virtual environment was the writing and reading paper. This resulted in the scores representing only a third of the scores that this instrument typically assesses, which may have affected aspects closely tied to external and internal validity.

The last limitation in this study was the difficulty that the emergent bilinguals had in following the EFL teachers' directions. This difficulty did not allow the emergent bilinguals to complete some of the learning activities and assessment tasks. For instance, the BDI strategies used (Vocabulary Quilt, Trifold) required activation of prior knowledge via engaging on a canvas of collaboration. In the physical classroom, the emergent bilinguals typically make drawings on a large piece of chart paper. In the virtual format, they had to make their drawings by taking photos, uploading them and finally sharing them via Padlet for the other students to see. Padlet is an online application used by teachers to foster collaboration in writing (Rashid et al., 2019). This additional step caused that some of the emergent bilinguals got frustrated and made the activities take too long to complete (personal communication, March 19, 2021).

Ideas for Further Research

Insight gained from this dissertation project has allowed the author to propose some areas that other researchers may be inclined to consider. Instructional coaching as TPD is a new field in EFL settings, particularly in Ecuador and other Latin-American countries. IC has been reported as an expensive way of TPD (Jacobs et al., 2018; D. Knight, 2012; D. Knight & Skrtic, 2020). Thus, the first area that the author considers might be of interest is the viability of TPD implemented at a large scale. Kraft et al. (2018) found that the bigger the program the smaller the effect of IC was observed in teacher effectiveness and in student achievement.

Instructional coaching is not only absent in the EFL classroom. From conversations with a faculty member in charge of pre-service programs at a major Ecuadorian university, IC is not a familiar or common way of TPD. These professors worked with pre-service and in-service teachers in an area encompassing three provinces of the coast of Ecuador (personal communication, February 12th, 2021). The author believes that teacher professional developers

from other content areas (e.g., Math, Literacy, P.E) should start exploring TPD to impact classroom practice.

The present study was carried out with third grade emergent bilinguals, but it could be applied in the secondary or even at the university level. If these areas were explored, policy makers might incorporate it in the discourse that could create new avenues for a new kind of professional. New research should involve not only these levels but, if resources allow it, include private and public educational institutions. This is an area of interest because equity is tied to quality education issues (S. Herrera et al., 2020; Robinson et al., 2003). This would provide richer levels of explanation and generalization.

Lastly, one observation noted of the interaction between the coach and the EFL teachers was they were not entirely comfortable doing the practice activities conducted remotely in the PD course or during the coaching sessions. For example, one of the coaching skills was modeling a teaching technique. This was a difficult challenge for the coach because modelling involves body language and gesturing. The instability of the Internet and a low-resolution camcorder were signaled as the major obstacles. And this difficulty also applied to the EFL teacher when delivering a class to emergent bilinguals.

Final Thoughts on the Study

The desire to improve classroom instruction and increase student achievement is commonplace across the globe (Avalos, 2011; Darling-Hammond, 2010; Kasemsap, 2017; Muir, 2003). TPD has been regarded as a promising way of embracing this aspiration as a feasible reality. In Ecuador and many parts of the globe, IC is being looked at with interest as one of the most promising ways of providing quality PD to teachers in general, including EFL teachers (Bakhshaei et al., 2020, 2020; J. Knight, 2019; Kraft et al., 2018; Neufeld et al., 2003).

Instructional coaches are key for EFL teachers to engage in successful teaching practices that translate as successful student learning.

This dissertation was an attempt to demonstrate that the instructional coach and the EFL teachers are able to engage in a series of collaborative actions through dialogue, and common efforts to elevate Knight's (2002, 2018) PIC model. While adding BDI to the model did seem to step the partnership up a notch because the biography of the teacher became the center of the partnership. The instructional coach activated and connected with the human being behind the EFL teachers. And affirmed their new learnings by acknowledging and celebrating their success. In turn, the teacher, in an act of transfer, exercised a similar practice in order to activate, connect and affirm the human being behind the student.

The BDI coaching shows promise to continue the effective transfer of strategy. That BDI coaching is caring and seeks genuinely to help the teachers to become their best selves (Boyatzis et al., 2006) shows an even brighter promise. But in this study, it was also shown that contextual curriculum and didactic aspects play an important role in translating a successful coach and teacher partnership into student performance. This study is in line with research that emphasized the importance of sustained duration, preparation in the teaching method and having minimum conditions for teacher-coaching interaction, and fidelity of strategy (Avalos, 2011; Darling-Hammond et al., 2017; Kasemsap, 2017). Forces that escaped the capabilities of a dissertation endeavor, as the ones described in this study, prevented the expected transfer of teacher skill into student achievement. A successful partnership was not enough to produce desired results.

In view of this, the unexpected result from this study should be looked at as an example of carefully planned interventions that simply don't work as desired in real non-experimental

scenarios. The COVID19 pandemic has not only affected small research projects such as the one described in this dissertation but has challenged the whole education system of the world.

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Appendix A - Consent Form

CONSENT FORM

PROJECT TITLE:

BDI Coaching to Improve Emergent Bilinguals' Vocabulary Development

PROJECT APPROVAL DATE:

12-9-2020

PROJECT EXPIRATION DATE:

02-26-2021

LENGTH OF STUDY:

9 weeks

PRINCIPAL INVESTIGATOR:

Socorro Herrera, Executive Director, Center for Intercultural and Multilingual Advocacy, 1114 Mid-Campus Dr. North, Manhattan, KS 66506, 785-532-3833

CO-INVESTIGATOR(S):

N/A

CONTACT DETAILS FOR PROBLEMS/QUESTIONS:

Eder Intriago, Graduate Research Assistant, College of Education, 1114 Mid-Campus Dr. North, Manhattan, KS 66506, 785-317-3094

IRB CHAIR CONTACT INFORMATION:

Rick Scheidt, Chair, Committee on Research Involving Human Subjects, 203 Fairchild Hall, Kansas State University, Manhattan, KS 66506, (785) 532-3224; Cheryl Doerr, Associate Vice President for Research Compliance, 203 Fairchild Hall, Kansas State University, Manhattan, KS 66506, (785) 532-3224.

PROJECT SPONSOR:

N/A

PURPOSE OF THE RESEARCH:

The purpose of this research is to find out whether Instructional Coaching adhered to the principles of Biography Driven Instruction produces effective teaching skill transfer capable of impacting third grade emergent bilinguals' ability to develop English vocabulary.

PROCEDURES OR METHODS TO BE USED:

The proposed research study involves using instructional coaching as professional development given to the teachers to impact students' ability to learn vocabulary in English. The investigation consists of two phases: a 40-hour professional development course to give all the participating teachers training in the application of teaching strategies using the BDI method. The forty-hour professional development course will be delivered via a platform called *Moodle*. The students will take 2 vocabulary tests, before and after the teachers are coached, so that it can be determined if the coaching is responsible for any variation in vocabulary learning.

RISKS OR DISCOMFORTS ANTICIPATED:

The level of risk is minimal. There is a risk of loss of confidentiality if the students identify their tests with their own name - they will be asked to not put their names on the tests. There is a risk of discomfort if they do not like completing the tests. There is a risk of irritation if they can't complete the tests. I am making efforts to keep their

Cont.

experience as enjoyable as possible by converting the test into an electronic version that lets them interact more easily. I am making effort to safeguard their identity by asking the teachers not to provide their students name and I am making sure that I and my Faculty Sponsor will be the only people having access to those tests.

BENEFITS ANTICIPATED:

If the results show that coaching using BDI improves the scores of vocabulary learning, using coaching may prove useful to use as a form of professional development with English language teachers. If the results do not show this conclusion, it will still provide additional insights toward vocabulary learning and attending to the biography of the learners while being provided professional development assistance.

EXTENT OF CONFIDENTIALITY:

The participants information will be secured. The tests given will not display the student's name; instead, the teachers administering the tests will use a number assigned to each participating student. The teachers will not have access to the data. The results of the tests and this consent form will be kept for three years, and only the principal investigator and I will have access to the information.

PARENTAL APPROVAL FOR MINORS:

PARENT/GUARDIAN APPROVAL SIGNATURE:

DATE:

Terms of participation: I understand this project is research, and that my participation is voluntary. I also understand that if I decide to participate in this study, I may withdraw my consent at any time, and stop participating at any time without explanation, penalty, or loss of benefits, or academic standing to which I may otherwise be entitled.

I verify that my signature below indicates that I have read and understand this consent form, and willingly agree to participate in this study under the terms described, and that my signature acknowledges that I have received a signed and dated copy of this consent form.

(Remember that it is a requirement for the P.I. to maintain a signed and dated copy of the same consent form signed and kept by the participant).

PARTICIPANT NAME:

PARTICIPANT SIGNATURE:

DATE:

**WITNESS TO SIGNATURE:
(PROJECT STAFF)**

DATE:

Appendix B - Vocabulary List

Starters A–Z

Word List

Grammatical key

<i>adj</i> adjective	<i>excl</i> exclamation	<i>pron</i> pronoun
<i>adv</i> adverb	<i>int</i> interrogative	<i>v</i> verb
<i>conj</i> conjunction	<i>n</i> noun	
<i>det</i> determiner	<i>poss</i> possessive	
<i>dis</i> discourse marker	<i>prep</i> preposition	



A

<i>a</i> <i>det</i>	<i>alien</i> <i>n</i>	<i>answer</i> <i>n + v</i>	
<i>about</i> <i>prep</i>	<i>alphabet</i> <i>n</i>	<i>apartment (UK flat)</i> <i>n</i>	
<i>add</i> <i>v</i>	<i>an</i> <i>det</i>	<i>apple</i> <i>n</i>	
<i>afternoon</i> <i>n</i>	<i>and</i> <i>conj</i>	<i>arm</i> <i>n</i>	
<i>again</i> <i>adv</i>	<i>angry</i> <i>adj</i>	<i>armchair</i> <i>n</i>	
<i>Alex</i> <i>n</i>	<i>animal</i> <i>n</i>	<i>ask</i> <i>v</i>	
<i>Alice</i> <i>n</i>	<i>Ann/Anna</i> <i>n</i>		<i>at</i> <i>prep of place</i>

B

<i>baby</i> <i>n</i>	<i>be</i> <i>v</i>	<i>Bill</i> <i>n</i>	<i>bounce</i> <i>v</i>
<i>badminton</i> <i>n</i>	<i>beach</i> <i>n</i>	<i>bird</i> <i>n</i>	<i>box</i> <i>n</i>
<i>bag</i> <i>n</i>	<i>bean</i> <i>n</i>	<i>birthday</i> <i>n</i>	<i>boy</i> <i>n</i>
<i>ball</i> <i>n</i>	<i>bear</i> <i>n</i>	<i>black</i> <i>adj</i>	<i>bread</i> <i>n</i>
<i>balloon</i> <i>n</i>	<i>beautiful</i> <i>adj</i>	<i>blue</i> <i>adj</i>	<i>breakfast</i> <i>n</i>
<i>banana</i> <i>n</i>	<i>bed</i> <i>n</i>	<i>board</i> <i>n</i>	<i>brother</i> <i>n</i>
<i>baseball</i> <i>n</i>	<i>bedroom</i> <i>n</i>	<i>board game</i> <i>n</i>	<i>brown</i> <i>adj</i>
<i>baseball cap</i> <i>n</i>	<i>bee</i> <i>n</i>	<i>boat</i> <i>n</i>	<i>burger</i> <i>n</i>
<i>basketball</i> <i>n</i>	<i>behind</i> <i>prep</i>	<i>body</i> <i>n</i>	<i>bus</i> <i>n</i>
<i>bat (as sports equipment)</i> <i>n</i>	<i>Ben</i> <i>n</i>	<i>book</i> <i>n</i>	<i>but</i> <i>conj</i>
<i>bath</i> <i>n</i>	<i>between</i> <i>prep</i>	<i>bookcase</i> <i>n</i>	<i>bye</i> <i>excl</i>
<i>bathroom</i> <i>n</i>	<i>big</i> <i>adj</i>	<i>bookshop</i> <i>n</i>	
	<i>bike</i> <i>n</i>	<i>boots</i> <i>n</i>	

C

<i>cake</i> <i>n</i>	<i>candy (UK sweet(s))</i> <i>n</i>	<i>carrot</i> <i>n</i>	<i>ball</i> <i>v</i>
<i>camera</i> <i>n</i>	<i>car</i> <i>n</i>	<i>cat</i> <i>n</i>	<i>chair</i> <i>n</i>
<i>can</i> <i>v</i>		<i>catch (e.g. a</i>	<i>chicken</i> <i>n</i>

Appendix C - Sample Pre-A1 Starters

Part 1

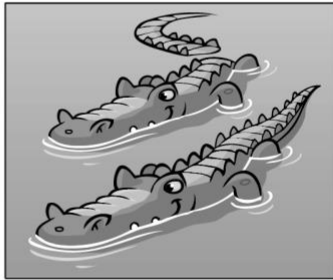
– 5 questions –

Look and read. Put a tick (✓) or a cross (×) in the box. There are two examples.

Examples



This is a bus.



These are snakes.



Questions

1



This is a mat.



This is a free resource offered by Cambridge English. The complete test can be accessed at <https://www.cambridgeenglish.org/exams-and-tests/starters/preparation/>

Appendix D - Sample Lesson Plan

UNIDAD EDUCATIVA "XXXXXXX" DAILY LESSON PLAN		
<div style="display: flex; justify-content: space-between;"> Teacher's Name: XXXXXX Subject: English </div> <div style="display: flex; justify-content: space-between;"> Grade: XXXXXX Approximate time: 120 minutes Unit: 5 Lesson: 1 </div> <p>Method: BDI Date: February 25, 2021</p>		
Topic	Public Transportation	
Learning Objective	<p>Essential question: <i>1. How does public transportation benefit/affect people?</i></p> <p>Content objective: Students will be able to describe ways in which public transportation has improved people's lives, and ways in which it has posed challenges for people.</p> <p>Reading: Students will be able to answer comprehension questions based on the reading "9 Benefits of Public Transportation".</p> <p>Listening: Students will be able to listen to a classmate talk about their preferred way of going to places</p> <p>Writing: Students will be able to create a short paragraph (40-50 words) about how they got to school before the pandemic (on foot, own car, bus). They should indicate if their way of going to school connects with what they read. Some guiding questions are: What type of transportation you used, what time you left for school? How long it took? Did you enjoy going to school that way? What do you think now?</p> <p>Speaking: Students will be able to give examples of the importance of transportation in their lives or their families' and make reference to the 9 benefits of public transportation.</p> <p>TARGET VOCABULARY: airplane, boat, train, subway, bicycle, taxi, car, truck, motorcycle, bus, helicopter.</p>	
Evaluation/Outcome		
Skills	Strategies	RESOURCES
	<p>Warm -Up: Present short video of people commuting</p> <p>Presentation: Introduce the topic by saying out loud and writing on the board the essential question. Immediately write the lesson learning objectives.</p> <p><u>LEARNING ACTIVITIES</u> Learning Activity One Activation</p> <ul style="list-style-type: none"> • Give students 2 sticky notes and have the draw one type of public transportation, and one important use of Public Transportation. (10 minutes) 	

UNIDAD EDUCATIVA “XXXXXXX” DAILY LESSON PLAN		
Teacher’s Name: XXXXX	Subject: English	
Grade: XXXXX	Approximate time: 120 minutes	Unit: 5 Lesson: 1
Method: BDI		
Date: February 25, 2021		
Topic	Public Transportation	
Learning Objective	<p>Essential question: 1. How does public transportation benefit/affect people?</p> <p>Content objective: Students will be able to describe ways in which public transportation has improved people's lives, and ways in which it has posed challenges for people. Reading: Students will be able to answer comprehension questions based on the reading “9 Benefits of Public Transportation”. Listening: Students will be able to listen to a classmate talk about their preferred way of going to places Writing: Students will be able to create a short paragraph (40-50 words) about how they got to school before the pandemic (on foot, own car, bus). They should indicate if their way of going to school connects with what they read. Some guiding questions are: What type of transportation you used, what time you left for school? How long it took? Did you enjoy going to school that way? What do you think now? Speaking: Students will be able to give examples of the importance of transportation in their lives or their families’ and make reference to the 9 benefits of public transportation. TARGET VOCABULARY: airplane, boat, train, subway, bicycle, taxi, car, truck, motorcycle, bus, helicopter.</p>	
Evaluation/Outcome		
Skills	Strategies	RESOURCES
	<p>left column “What we know”, middle column “Learned/connections”, and right column “how do I get to get to school”.</p> <ul style="list-style-type: none"> • Have students place their sticky note drawings under the “what we know” column. Have the students in the group discuss the different ways of public transportation they drew, and have them write these words below their sticky notes in the “what we know column” in English or in Spanish <p><i>Connection</i></p> <ul style="list-style-type: none"> • Discuss the phrase “Public transportation” Ask students: What benefits does Public transportation bring/have for people? After discussing within their small groups, have them write their answers in the middle column • Have the students read individually the reading “9 benefits of public transportation” 	

UNIDAD EDUCATIVA "XXXXXXX"
DAILY LESSON PLAN

Teacher's Name: XXXXX Subject: English
 Grade: Approximate time: 120 minutes Unit: 5 Lesson: 1
 Method: BDI
 Date: February 25, 2021

Topic	Public Transportation	
Learning Objective	<p>Essential question:</p> <p><i>1. How does public transportation benefit/affect people?</i></p> <p>Content objective: Students will be able to describe ways in which public transportation has improved people's lives, and ways in which it has posed challenges for people.</p> <p>Reading: Students will be able to answer comprehension questions based on the reading "9 Benefits of Public Transportation".</p> <p>Listening: Students will be able to listen to a classmate talk about their preferred way of going to places</p> <p>Writing: Students will be able to create a short paragraph (40-50 words) about how they got to school before the pandemic (on foot, own car, bus). They should indicate if their way of going to school connects with what they read. Some guiding questions are: What type of transportation you used, what time you left for school? How long it took? Did you enjoy going to school that way? What do you think now?</p> <p>Speaking: Students will be able to give examples of the importance of transportation in their lives or their families' and make reference to the 9 benefits of public transportation.</p> <p>TARGET VOCABULARY: airplane, boat, train, subway, bicycle, taxi, car, truck, motorcycle, bus, helicopter.</p>	
Evaluation/Outcome		
Skills	Strategies	RESOURCES
	<p>left column "What we know", middle column "Learned/connections", and right column "how do I get to get to school".</p> <ul style="list-style-type: none"> Have students place their sticky note drawings under the "what we know" column. Have the students in the group discuss the different ways of public transportation they drew, and have them write these words below their sticky notes in the "what we know column" in English or in Spanish <p><i>Connection</i></p> <ul style="list-style-type: none"> Discuss the phrase "Public transportation" Ask students: What benefits does Public transportation bring/have for people? After discussing within their small groups, have them write their answers in the middle column Have the students read individually the reading "9 benefits of public transportation" 	

Appendix E - Students Artifacts – Trifold Sample

padlet

padlet.com

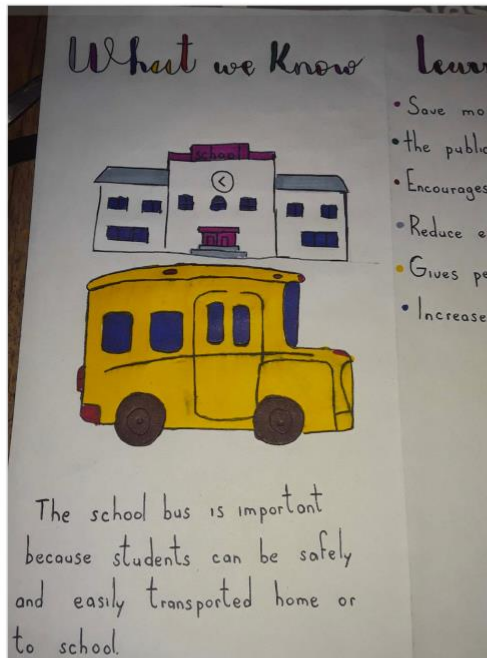
public transportation decimo

how does public transportation benefits / affect people

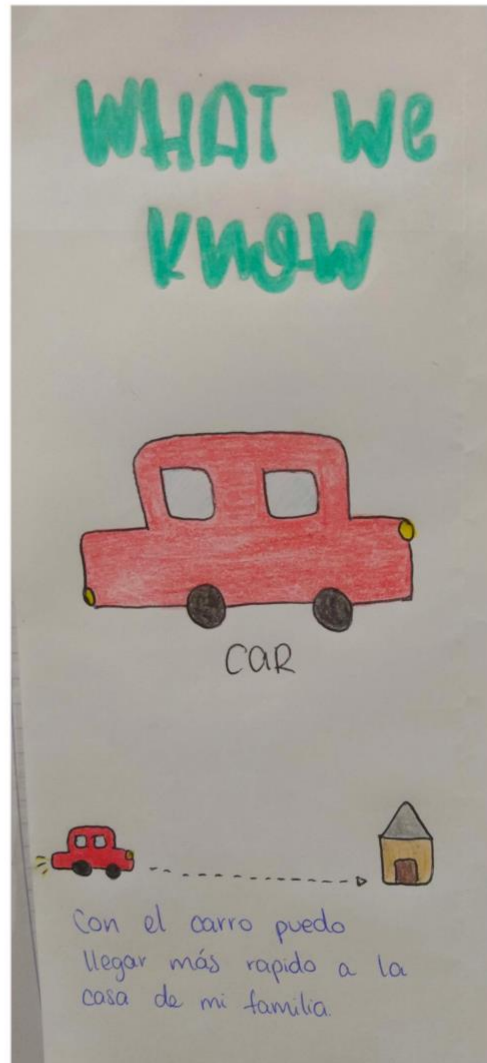
8 DE FEBRERO DE 2021 21:13

what we know

Public transportation



Public transport



Michelle Martin

Public Transport



- Public transport is beneficial because it saves traffic.
- Public transport reduces pollution
- Public transport reduces traffic accidents
- Public transport benefits communities with money
- Public transport benefits by saving money
- Public transport increases mobility

How do you get to school
 I lived near my school, every morning I was walking with my sister and back the same way, sometimes my dad would leave us and pick us up, and sometimes when it rained we would go to by taxi when my dad couldn't take us to school.

Learned connections

- Public transport is beneficial because it saves traffic.
- Public transport reduces pollution
- Public transport reduces traffic accidents
- Public transport benefits communities with money
- Public transport benefits by saving money
- Public transport increases mobility


What we know
 Public Transport

Tríptico completo

Tríptico completo

What we know



The school bus is important because students can be safely and easily transported home or to school.

Learned/connections

- Save money
- the public transport is safe
- Encourages healthy habits
- Reduce environmental pollution
- Gives people more time
- Increases mobility

How did you get to school before the pandemic?

I always walked to school with my sister and my friend Valery since we live close to the school, when it rained we had to run and it was fun even though we got to school a little wet.