DESIGNING LITERACY E-COACHING MODEL FOR ENGLISH LANGUAGE TEACHERS OF JUNIOR HIGH SCHOOLS IN INDONESIA

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Abstract: This multi-year study which took place in 2019-2021 aims to design a literacy e-coaching model for EFL Junior High School teachers in Indonesia in support of the government-initiated school-based literacy movement program. The study involved 150 English as a Foreign Language (EFL) teachers from 16 provinces in Indonesia in the need analysis part, 12 teachers in the module development part and 41 teachers in the implementation part. Two kinds of modules were developed during the study, namely: (1) a literacy enrichment module to reinforce the participants' literacy content knowledge; and (2) a literacy learning module to enhance the participants' competence in teaching literacy. Afterwards, two coaching cycles using the modules were implemented. The coaching cycles were designed by adapting the coaching models from Rogers and Rogers (2007) and Trinh et al. (2011), as well as adopting the Sheltered Instruction Observation Protocol (2017) model. Data was collected from questionnaires, tests, observations, videos, expert judgment, and discussion groups and analyzed using model validation, descriptive and inferential statistics. The study found that the literacy e-coaching model enhanced the participants' competences in literacy teaching, as the results demonstrated the amalgamation of the models to be effective.

Keywords: literacy e-coaching modules, junior high school EFL teachers, Indonesia, SIOP model

Research on coaching and literacy coaching have extensively been conducted (see, e.g., Guskey, 2002; Landry et al., 2009; Powell et al., 2010; Rodgers & Rodgers, 2007; Toll, 2014; Walpole & McKenna, 2004; Weber-Mayrer, et.al, 2018). Coaching, as Guskey (2002) maintains, serves as a professional development program to help teachers or educators improve their pedagogical knowledge, skills, and beliefs. Such programs when implemented continuously with the support of school communities while taking into accounts students' feedback will result in students' learning achievement (Bautista & Oretga-Ruiz, 2017). Berg and Karlsen (2007), Ives (2008),

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and Toll (2014) further observe that coaching is conducted to support and assist teachers to strengthen what they know and do. As such, coaching benefits teachers and students (Weber-Mayrer et al., 2018), more particularly in vocabulary teaching, phonological awareness and print concepts as empirically demonstrated in the work of Hsieh et al (2009).

In the Vietnamese secondary education context, coaching positively influences not only the coaches but also the teachers (Lord et al., 2008). Lord et al. (2008) further argue that coaching improves the pedagogical competences of both the coaches and the teachers, especially in their knowledge, reflective skills, problem solving, communication, thinking skills, psychological wellbeing, and confidence. Walpole and McKenna (2004) discovered that half of the coaching time was devoted to coaching conversation (either individual or in group), 20% of lesson demonstration, 20% of duties to school/students, 10% of setting stage. Coach observation during teachers' teaching practices is a part of continuing partnership that usually starts from the coaching conversation.

In teachers' daily practices, however, it is frequently found that coaching does not significantly contribute to a better teaching performance, as most of the teachers tend to resort to their old and own way of teaching. To prevent the return to the old pedagogical habits, Rodgers and Rodgers (2007) argue that collaboration and participation during the coaching activities are essential. Coaching is an important component of a teacher professional development because it provides opportunities for content and practice sharing between teachers and a more expert individual while allowing for some personalized feedback (Darling-Hammond et al., 2017).

Literacy coaching is perceived as an important method to improve teacher's literacy as well as their competence in teaching literacy. The notion of literacy itself has evolved in various academic fields. Based on the work of Vygotsky (1962), language is perceived as the representation of social institution in which, since 1980s, the theories of learning have developed the postulation that positions language as the tool to construct and govern social discourse of learning. New Literacy Studies theory defined literacy as "sign-making practices that use various technologies", whilst literacy practice is seen as "a particular way of thinking about and doing reading and writing in cultural contexts" (Mills, 2010, p. 249). Within this framework, the challenge lies in the form of how to reinforce teachers' literacy content knowledge as well as develop their competence in teaching literacy in order to be able to improve their student's literacy competence. For many years literacy coaching has been employed as a part of teachers' continuous professional development supporting them to find solutions, to reflect, and to develop more effective strategies to enhance students' literacy (Moran, 2007; Rodgers & Rodgers, 2007) as well as to accelerate student learning (Biancarosa et al., 2010) through joint productive activities (Dozier, 2006).

None of the aforementioned studies, however, addressed the issue of literacy e-coaching model and practice in the Indonesian context, which was intended to improve the Junior High School students' poor literacy scores – 371 on average for reading according to the 2018 PISA report. In fact, this score has been reported to drop 26 points from the 2015 report. Moreover, Antoro et al. (2021) found in their study that the students' reading score in the 2000 PISA survey was the same as in the 2018. The findings have underlined the urge to enhance the student's literacy competence. In order to do so, in the context of Genre-based English Language

Curriculum in Indonesia, the role of teachers as 'interventionist' (Martin, 1999, p. 124) in the learning process should also be prioritized. This is due to their pivotal role, especially in the scaffolded learning cycles of building knowledge of the field, modelling, joint construction of the text, and independent construction. As such, enhancing teachers' literacy content knowledge as well as their competence in teaching literacy to improve students' literacy competence through e-coaching model is essential.

A preliminary study of this longitudinal research (Year 1) on literacy praxis involving junior high school teachers in Jakarta and Taiwan (Mayuni, et.al., 2020) indicated interesting findings. While English teachers in Taiwan would empower their students with reading strategies, critical-thinking and self-reflection enabling them to practice and reflect what they have learned by written feedback after morning reading session, reading class, and writing and reading contests, these strategies and activities were infrequently implemented in Jakarta classroom contexts where teachers predominantly gave assignments and worksheets without offering sufficient feedback to their students.

Departing from the results of our preliminary study, this study aims to design an effective literacy e-coaching model for Indonesian English language teachers to enhance their literacy content knowledge as well as their teaching competence in literacy. We argue that literacy coaching will help teachers to better design literacy-rich environments for their students, better understand various types of genres, as well as better develop effective instruction, strategies, and literacy activities. This, in turn, will help develop their students' linguistic competences through the explicit integration of language-focused learning and content areas.

Literacy coaching models have been widely developed and practiced (Pitcher & Mackey, 2013; Rodgers & Pinnell, 2002; Rodgers & Rodgers, 2007; Trinh et al., 2011) with the models having one key component in common: collaboration. Collaboration in the coaching context covers a wide spectrum of "continuous support", ranging from the existing practice to inquiry practice (Rodgers & Pinnell, 2002). Lindfors (1999) further views inquiry in this regard as a language act in which one attempts to elicit help from another to go beyond their present understanding. Pletcher et al. (2019) therefore contend that specialized literacy professionals are needed as they can help coach the appointed/selected teachers during the coaching. Rodgers and Rodgers (2007, p. 17), however, argue that "[t]he coach learns about teaching with teachers rather than being a person who claims to "know and tell" teachers what to do". Thus, parallelism and continuous support operate as a major mode because the coaches not only teach how to teach and share their experience and best practices with the teachers, but also learn from the teachers' best practices.

Rodgers and Rodgers (2007) propose four states of coaching. Firstly, *pre-briefing* is conducted to discuss coaching approaches, activities, and materials throughout the coaching process and observation mechanism. The second stage is *observation* where the coach closely observes teachers' performance through either 'one-way mirror' or 'one-to-one setting' by using an observational rubric. *Debriefing* is the third stage in which the coach facilitates the observed group in discussing potential questions during observation and anticipating follow-up activities as well as making conclusion and recommendation. The last stage is *data analysis* in which video recording is employed to confirm the observation rubric and/or to avoid bias during observation.

Trinh et al. (2011) also propose five steps for a cyclical coaching model. The first step is *pre-coaching* that takes the form of informal talks with each teacher before the coaching starts to establish good relationship and trust of both parties, understand teachers' interests and needs as well as their teaching problems and goals in joining the coaching program. The second step is *planning* in which both the coach and the teachers plan the lesson and confirm each party's roles. In this state, teachers plan their lessons with certain teaching-learning strategies prior to the coaching session. *Coaching* itself as the third step starts when the teachers present their lesson plans and discuss with the coach about their strategies, potential problems, and possible solutions. The fourth step is *classroom observation* where the teachers teach while the coach observes and takes notes on the teachers' performance. The *reflection* step is carried out when the coach and the teachers meet to discuss and reflect on their teaching performance. In this case, reflective skills are critical as the teachers employ dialogic instructional approaches to foster literacy learning (Cazden, 2001; Chinn et al., 2001; Lyle, 2008; Nystrand, 2006; Resnick et al., 2010; Soter et al., 2008). The last step is *co-planning* in which the teachers and the coach plan further teaching and learning practice based on their reflection.

The aforementioned coaching models reveal the discrepancy which obviously arises from the differences of conceptual terms and the scaffolding techniques that each model employs. However, they share some things in common: collaboration, observation, and feedback on the teachers' practice. One scaffolding technique known as SIOP (Sheltered Instruction Observation Protocol) is defined as "an approach for teachers to integrate content and language instruction for students learning through a new language" (Echevarria et al., 2017, p.17). This model enables the teachers to improve their students' English skills and to engage the learners in a more comprehensible manner with accessible topics in the subject field (Echevarria et al., 2017). Fadda (2020) states that the SIOP model helps the teachers recognize their accountability and remodel their strategies to enhance their students' language development and literacy.

The SIOP model usually requires an observation protocol rubric to help teachers plan, monitor, and reflect on their teaching. This includes eight components: (1) lesson preparation, (2) building backgrounds, (3) comprehensible input, (4) strategies, (5) interactions, (6) practice and application, (7) lesson delivery, and (8) review and assessment (Echevarria et al., 2017; Nichols, 2012). In the rubric, 30 features comprised from eight components are weighted with the scores between 0 to 4 (from low to high) with a maximum total score of 120. It is highly recommended to include the SIOP Model within a coaching or mentoring program (Batt, 2010; Echevarría et al., 2008) and use the SIOP rubric to record and reflect on the teaching performance.

Prior works on the implementation of SIOP model indicated that the teachers who received training in the SIOP Model were reported to show significant performance in facilitating students in the academic language and literacy tests (Echevarria et al., 2011; Shi et al., 2020; Short et al., 2011, 2012). One scientific study, however, revealed that no significant improvement was made by the students after the implementation of SIOP model when compared to the control group in science subject which was probably due to the size of the class, shorter period of teacher training, and lower level of SIOP model implementation (Echevarri et al., 2011). Nevertheless, more studies have proven that professional development is beneficial to

those teachers who implemented the SIOP Model (Batt, 2010; Fadda, 2020; Song, 2016), a new pedagogical issue which requires a longitudinal analysis (Short, 2017).

RESEARCH METHOD

Research Design

By employing Research and Development (R & D) with ADDIE model (Gagne et al., 2005), the coaching model in question was designed according to the following five stages. In the first stage, needs analysis was conducted to present the actual literacy practices in language classrooms and to investigate the teachers' needs for literacy coaching. Related literature of literacy and coaching models were also examined and reviewed as a starting point for the next stage, which is dedicated to designing, reviewing and later proposing a suitable coaching model, especially in the time of COVID-19 when the teaching and learning took place in a virtual mode. In the development stage, the coaching guidelines and modules were developed and then reviewed by experts. Finally, the model was implemented and tested under a careful observation and interview protocols, as well as performance test. The design framework is illustrated in Figure 1 below.
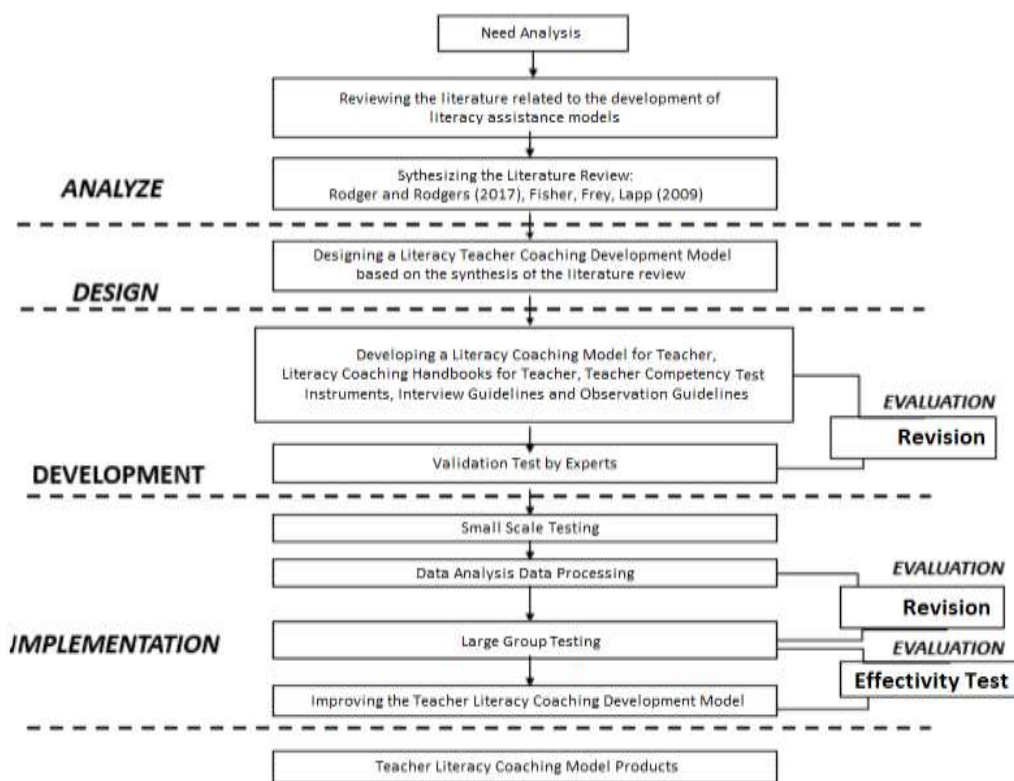

Figure 1. Research Design

Subjects

One hundred fifty English language teachers from public junior high schools recruited through English language teacher network (*Musyawarah Guru Mata Pelajaran* or MGMP) were involved in this study. They roughly represent 30 districts/municipalities of 16 provinces in Indonesia. One hundred and thirty of them returned the closed-ended questionnaire we distributed. A desk evaluation was then carried out to select coaches with teaching, learning and mentoring experiences. As reported in their resumes, 9 (previously 12) participants with background experiences as English instructors at the national level were selected as the coaches and 32 (previously 36) with the same experiences at the regional level were selected as the teachers to be coached.

Data Collection and Analysis

The data presented in this study was collected through questionnaires, tests, rubrics, video recordings, focus group discussions, and reflective journals from July to October 2020. Open-ended questionnaires were administered to investigate the teachers' needs of literacy e-coaching program and their readiness to attend the online coaching program activities. Questionnaires were also distributed to evaluate this e-coaching program. Then, two sets of pre-test and post-test were deployed and analysed using descriptive statistics with paired sample t-test in SPSS to measure the progress made by the teachers in terms of literacy knowledge and literacy teaching.

As for the development and implementation stage, the rubrics described the objective, content, format, language, presentation, and usefulness of the modules with a 3-point scale – 3 (very satisfactory), 2 (satisfactory), and 1 (unsatisfactory). The modules and the two sets of pre- and post-tests were validated by experts based on the rubric adopted from Kiong et al. (2012), Torrefranca (2017), Lourdes and Tan (2019), Rogayan Jr. and Dollete (2019). Meanwhile, in the coaching implementation stage, the SIOP rubric was used to assess the lesson plans and the teachers' performances in microteaching activities. The data obtained was then analyzed qualitatively. Creswell's (2015) convergent design was used to pair and confirm the findings obtained from both quantitative and qualitative data. Finally, focus-group discussions were conducted to cross-check and justify data validity and reliability. The overall data was analyzed qualitatively through validation, descriptive and inferential statistics to measure the literacy coaching model effectiveness.
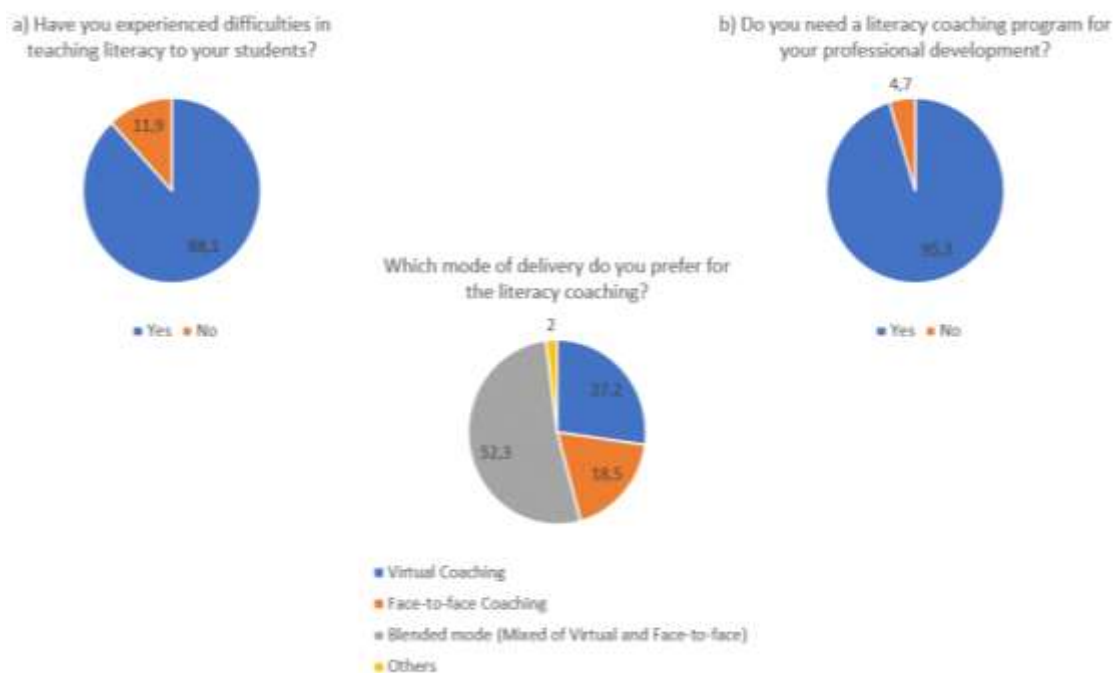
FINDINGS AND DISCUSSION

Findings

The designing of the proposed e-literacy coaching was completed in five stages of ADDIE (Gagne et al, 2005). These stages comprising Analysis, Design, Development, Implementation and Evaluation were presented below.

Stage 1: Analysis

The need and readiness for literacy online coaching were identified through the initial need analysis. The results of need analysis show that 88% of the teachers surveyed had difficulty in

teaching literacy as they did not know literacy teaching strategies (67%), lacked knowledge and literacy teaching skill (10%), and did not have literacy teaching experience (7.3%). Most teachers (82%) stated that they never joined literacy coaching while 73% claimed that they were ready to attend online coaching during the pandemic. Almost all of them (95.3%) required a literacy coaching, especially for reading comprehension instruction, critical literacy, critical thinking instruction, genre-based approach, and reflective practice. Likewise, the majority (79.5%) agreed to attend an online literacy coaching and/or a mixture of synchronous and asynchronous mode of coaching (see Appendix A). The data were summarized in Figure 2.

a) Have you experienced difficulties in teaching literacy to your students?

b) Do you need a literacy coaching program for your professional development?

Which mode of delivery do you prefer for the literacy coaching?

- Virtual Coaching
- Face-to-face Coaching
- Blended mode (Mixed of Virtual and Face-to-face)
- Others

Figure 2. a) Difficulties in teaching literacy, b) Need for literacy coaching, and c) Mode of delivery for literacy coaching

Stage 2: Design

The design of this coaching is based on the model of Powell and Diamond (2013) who argue that organizational features need to be addressed in planning such a program. By adapting the coaching model developed by Rogers and Rogers (2007) and Trinh et al. (2011), the proposed coaching program consist of two cycles. Prior to the start of the cycles, the coaches involved in the study need to complete two pre-tests and attend the pre-briefing and direct instruction activities. Afterwards, the teachers underwent the same processes. Pre-test was administered to gauge participants' literacy knowledge and practice prior to the program, whereas the pre-briefing aimed at informing the participants of the background, objectives, design, time plan and activities of the programs. The direct instruction delivered by the research

team provided both the coaches and teachers with knowledge inputs based on two modules, the Literacy Enrichment and the Literacy Learning modules. The core coaching team were divided into two groups in developing the modules in line with the results of the need analysis.

1. Literacy Enrichment Modules

This module was developed to address the needs of teachers and students in the teaching and learning process based on the 2013 Curriculum (using genre-based approach).

2. Literacy Learning Module

This module was developed based on the SIOP model.

After the pre-program stages had been completed, cycle 1 commenced with a Direct Instruction stage delivered in two workshops. Then, in the Modeling and Coaching stage, the teachers worked in small groups along with two coaches in each group. The coaches provided teaching modeling and assisted the teachers to develop their lessons. The results of this stage were then put into practice in the Independent Application stage when teachers were expected to produce their own lesson plans and implemented them in their real classes (microteaching). Afterwards, the coaches and the teachers conducted online discussion in their respective teams for a Reflection activity to identify their own strengths and weaknesses. Following this, the team would come up with plans to improve through collaboration with the coaches and peers in the final stage of this cycle, the *co-planning*.

The co-planning stage marked the end of Cycle 1. Cycle 2 then commenced with another Direct Instruction. The participants in this stage were given deeper enrichment on literacy learning. Another Modelling and Coaching that were inherently similar to the one in the first cycle took place. Independent Application and Reflection followed. Post-test marked the end of Cycle 2 in lieu of co-planning. The results of the post-test were compared with those of the pre-test to see whether improvement was in place. Figure 3 illustrates the coaching design.
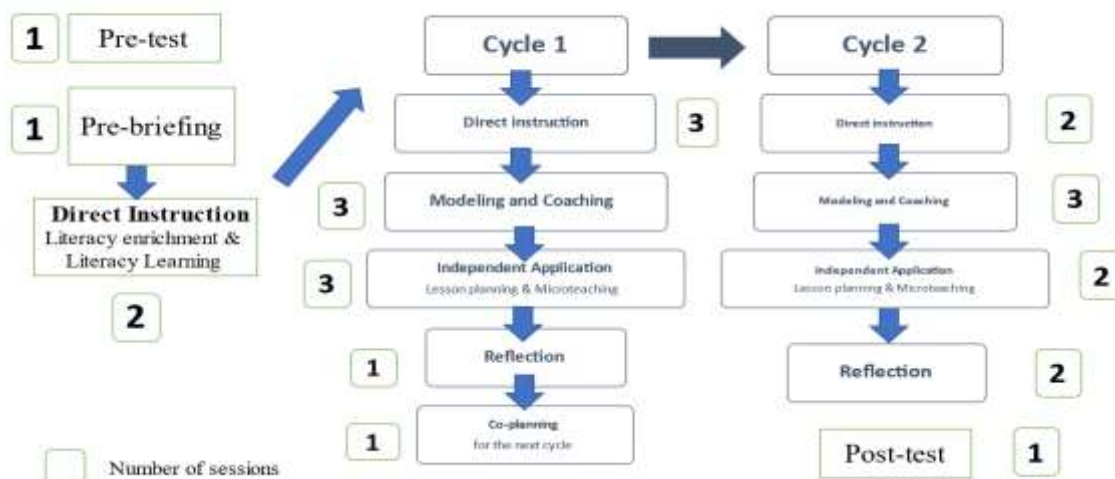

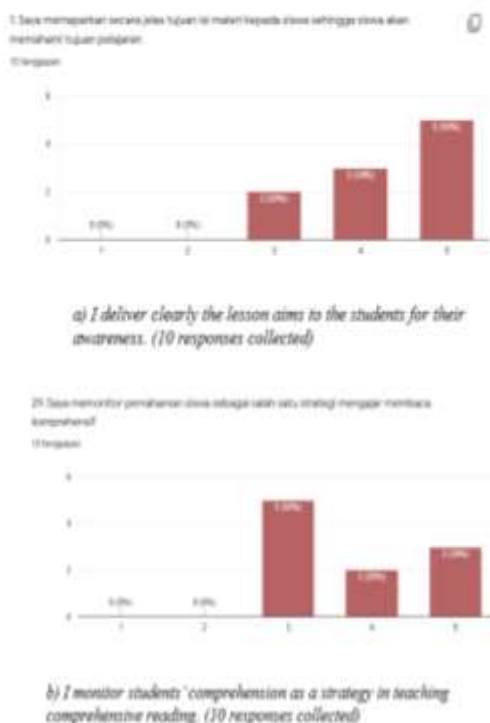**Figure 3. The Literacy Coaching Program Design**

Stage 3: Development

This section accentuates the stage of developing the coaching program modules. As mentioned earlier, the Literacy Learning modules were designed based on the need analysis as well as the results of pre-tests prior to the literacy learning workshop. Two online workshops were undertaken to pilot the modules using a Zoom platform with the 12 coaches participating. These coaches had completed a pre-test consisting of 41 open-ended questions on teachers' pedagogical competences with a focus on SIOP model components (items no. 1-21), reading comprehension instruction (items no. 22-33), critical literacy and critical thinking instruction (items no. 34-38), genre-based pedagogy (items no. 39-40) and reflective practice (items no.41). The pre-test questions can be found in Appendix B.

The results of the coaches' pre- and post-tests

The coaches completed two sets of pre- and post-tests. The first set consisted of 41 statements delivered in Indonesian that required the coaches to do self-scoring using a Likert scale of 1 to 5 (strongly disagree to strongly agree). The pre-test was administered to assess the coaches' pedagogical competences in literacy instruction. See the sample questions in Figure 4.

a) *I deliver clearly the lesson aims to the students for their awareness. (10 responses collected)*

b) *I monitor students' comprehension as a strategy in teaching comprehensive reading. (10 responses collected)*

Figure 4. Sample Questions Asked in the Teaching Practice Pre-test.

Of the 10 coaches who had completed the pre-test, only 7 completed the post-test. The result of the statistical analysis showed that the average score increased by 18.15 point which

was equivalent to almost 9% increase of the average overall score. Additionally, the paired sample T-Test resulted in Sig (2-tailed) of 0.001<0.005 which indicated that there was a significant correlation between the program and the coaches' pedagogical competences in literacy instruction in relation to SIOP (see Table 1).

Table 1. Statistical Analysis of the Coaches' Pre- and Post-tests on Pedagogical Competences in Literacy Instruction

		Paired Samples Test							
		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pre-test - Post-test	-18.143	8.335	3.150	-25.852	-10.434	-5.759	6	.001

The second set of the tests was designed to measure the coaches' literacy ability. Consisting of 20 multiple-choice items, the test assessed their ability in identifying, comparing and organizing relations between texts, contexts, and genre of various authentic texts based on the underlying concepts that foreground the genre-based teaching materials for junior high schools. Some questions were designed to be negative as control questions to ensure the validity of the responses.

Of the ten coaches taking the initial pre-test, only eight completed the post-test. Similar to the first test set, a statistical analysis was conducted to see if there was any progress made by the coaches. However, the results showed that the average score was lower by 0.62. Consistent with this result, the sig.2-tailed of 0,871>0.05 indicated that there was no significant correlation between the program and the coaches' literacy ability (see Table 2). This might have been due to the low number of participants and the short period of coach training. These two main factors were identified in Echevarria et al.'s (2011) work on a pre-test and a post-test improvement.

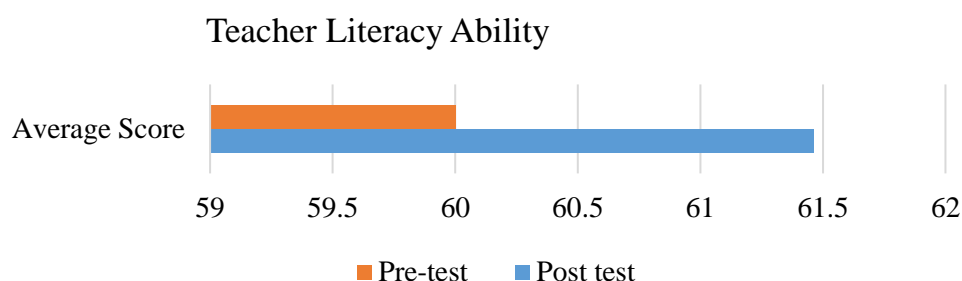**Table 2. Statistical Analysis of the Coaches' Literacy Ability Pre- and Post-tests**

		Paired Samples Statistics			
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretest	68.75	8	13.025	4.605
	posttest	68.13	8	16.890	5.971

		Paired Samples Test							
		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	pretest - posttest	.625	10.501	3.713	-8.154	9.404	.168	7	.871

The results of the teachers' pre- and post-tests

The pre- and post-test set was intended to measure the progress made by the teachers in terms of literacy ability prior to and after joining the e-coaching program. To be able to present this progress in a measurable scale, a test consisting of 20 multiple-choice items was administered. Of the 32 teachers participating in the program, only 24 completed the first set of pre-and post-tests, and therefore only the pre-and post-tests results of those 24 teachers are presented here. The results of the first pre- and post-test set showed a progress of 1.5 point (see Figure 5). A paired sample t-test was conducted using the raw data set. It could be interpreted that no significant progress was shown between the pre- and post-test results with 2-tailed significance value of 0.443 with p-value of 0.05 (see Table 3).

Teacher Literacy Ability

Figure 5. Pre- and Post-test Average Scores of Teacher Literacy Ability

Table 3. Statistical Analysis of the Teachers' Literacy Ability Pre- and Post-tests

Paired Samples Test				
		t	**df**	**Sig. (2-tailed)**
Pair 1	Pre_test - Post_test	-0.781	23	0.443

Stage 4: Model Implementation

At the beginning of Cycle 1, the *Direct Instruction* was carried out in which the research team delivered the core materials and integrated literacy learning strategies. The Direct Instruction stage lasted for three sessions in which the participants (coaches and teachers) attended the coaching of the two modules – Literacy Enrichment and Literacy Learning. Then, they worked in small groups for the *Modelling and Coaching* session. At this stage, the coach demonstrated the materials and learning strategies in the two modules, followed by the coaching session with the teachers working in small groups. In the *Independent Application* stage, each group accompanied by two coaches prepared lesson plans while gradually working more independently. At the end of this stage, online microteaching was conducted in the teachers' real class with their students. Figure 6 provides some screenshots of the e-coaching implementation.
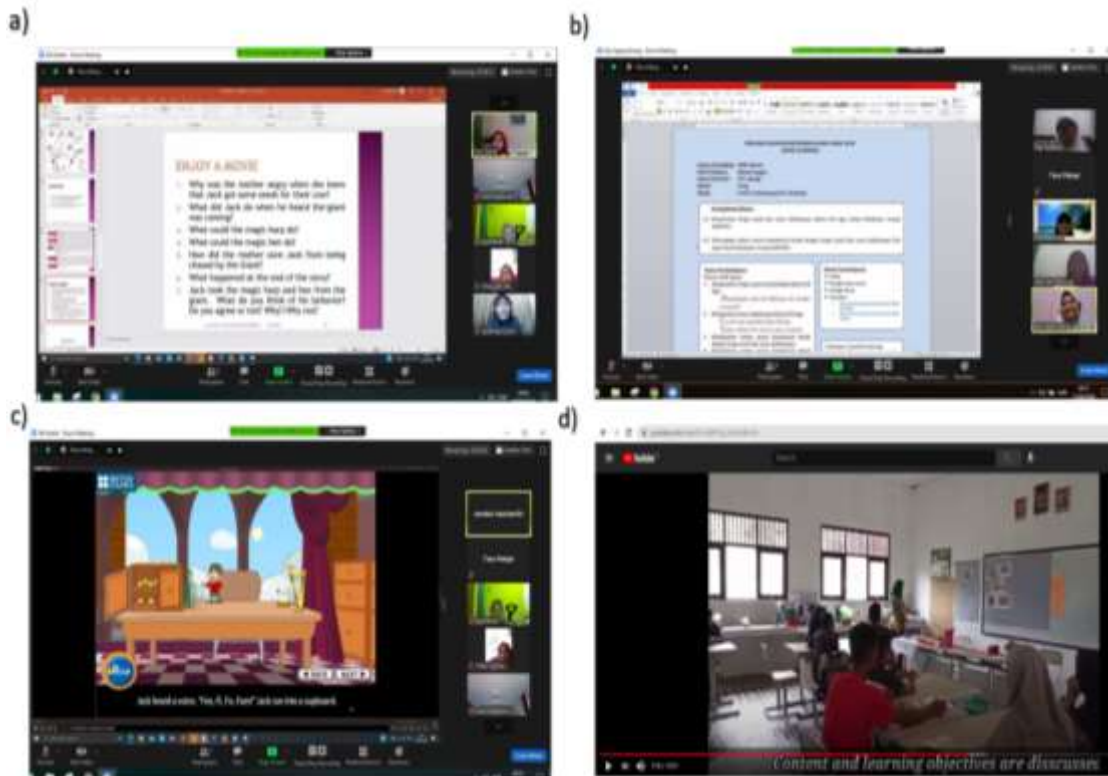
Figure 6. a) Modelling and Coaching: Coach Presented a Lesson, b) Modelling and Coaching: Teachers Presented Lesson Plans, c) Modelling and Coaching: Teachers Delivered Lessons, and d) Independent Application: Teachers Taught the Lessons.

In summary, the implementation of the coaching model consisted of Pre-briefing, Direct Instruction, Modelling and Coaching and, finally, Independent Application. In the pre-briefing and direct instruction stages, the researchers gave an overview of the program and provided input on literacy learning for all participants (coaches and teachers). Meanwhile, in the modelling and coaching stage, the participants worked in small groups to put into practice the knowledge gained. Finally, in the independent stage, the teachers worked independently to plan and teach their lessons in real classrooms.

Stage 5: Evaluation

Following the Independent Application stage was the *De-briefing/Reflection* stage aiming to provide the teachers with opportunities to do both self- and peer-reflection on the lesson planning and delivery processes. This stage was also intended to evaluate the overall coaching model implemented. The session was conducted through small groups meeting in which the assigned coaches would elicit reflective responses from each teacher on their own recorded teaching practice while encouraging them to provide feedback for their peers. Prior to this

session, the coaches have prepared their quantitative and qualitative assessments on the teachers using the SIOP protocol. During the evaluation session, we found some positive attitudes towards the activity. Below are the samples.

> LM 04: *"The reflection was important because I learned about which steps I was struggling in. I also saw what stages the others were on. It could serve as input for me about the materials used by other friends. So I tried to reflect, got advice from coach and saw others' reflection on the different materials they taught and I could learn the positives from them."*

> KH.05: *"Reflection session in the literacy program has inspired me to implement reflection on my own teaching. It is better to reflect daily in order to improve and develop. So, self-reflection is important."*

In line with these findings, the program evaluation survey showed strong positive attitude from the participants, both the coaches and the teachers (N=40), towards the implementation of the reflective practice in the program. The participants of the program perceived the collaborative reflective session as extremely effective (77.5%) and very effective (22.5%). No participants considered the reflective sessions ineffective (see Figure 7).

Perception on the Effectiveness of Collaborative Reflective Sessions

■ 1-3 Not effective-Moderately effective ■ 4 Very effective ■ 5 extremely effective
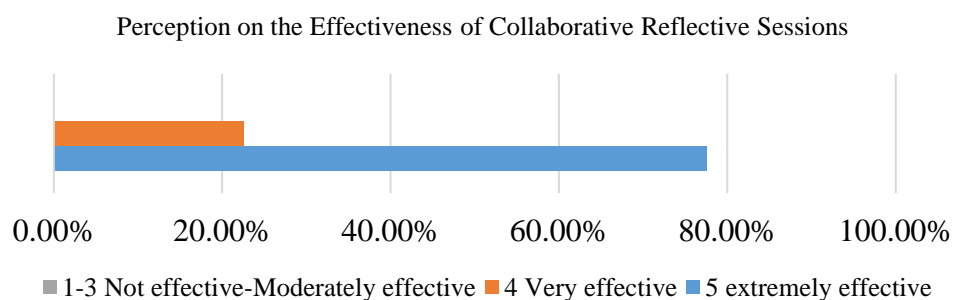
Figure 7. Perception on the Effectiveness of Collaborative Reflective Sessions

Upon the completion of the de-briefing/reflection session, the coaches were required to write and submit written documents on the reflection process for their assigned groups. The report consisted of nine components, namely: Group Dynamic, Coach Commitment, Modelling, Literacy Coverage: Modules, Independent Application, SIOP, Reflective Journal, Medium of Instruction and Lesson Plan. This report served as an evidence of the e-coaching program development assessed by the coaches. The first cycle ended with the co-planning based on the results of reflection for improvement in the next cycle.

The second cycle followed the same stage as the first one, but ended with a reflection on microteaching and the whole series of literacy coaching stages, modules, best practices across literacy groups and participants' experiences during the coaching program. Prior to the closure of the program, a post-test was carried out consisting of the same two sets of the tests used in the pre-test: literacy learning test and literacy enrichment test. During the coaching program, the research team also separately held a particular session with the coaches to discuss and follow up the results of observations, reflections, and establishment of literacy coaching program. In

parallel, each coach also provides assistance via WhatsApp and/or online through a Zoom meeting to prepare the lesson plan and coachee's performance on microteaching.

The end of both cycles was marked by the de-briefing/reflection sessions allowing evaluation on weaknesses and strengths for both the teachers and the coaching model. Identified areas of weaknesses were then followed up with action plans while progress made were noted based on the evidence for further development. Overall, the de-briefing/reflection sessions had strong positive influence on both the teachers and the coaching model.

Discussion

The literacy e-coaching model was developed based on the teacher's needs concerning literacy instruction. The e-coaching was implemented online in two cycles (twice a week in 21 sessions or 42 total hours). Although little literature was found on coaching that uses the technology, this study discovered that virtual coaching with cumulative intensity of coach–coaches- engagements (Walpole & McKenna, 2004) showed significant gain in structural quality of the coaching and teaching strategies (Neuman & Cunningham (2009). This is in line with the study of Kotze et al. (2018) that low-cost virtual coaching model was found more effective than on-site coaching to improve the teachers' instructional practice and intended literacy outcome. They also found that such coaching was effective as the coaches were selected and trained**.**

Referring back to the two cycles of the e-coaching program, the second cycle followed suit the mechanism of the first cycle (please see the Findings section, Stage 2: Design); however, the difference lied on the reflection stages, that is, of the microteaching as well as of the whole series of the e-coaching stages. As mentioned earlier, prior to conducting the pre-briefing, the pre-test was administered, whilst the post-test was conducted before the program was closed. The result of the pre- and post-test on perceived teaching skills highlighted by the SIOP components completed by the teachers showed an overall increase of almost 9% which confirmed the claim that the SIOP model was beneficial to support the coaching program since it helped the teachers plan the lesson, observe, teach, and reflect on their teaching. This process produced a significant impact on teachers' instructional practice as well as the students' academic achievement, although it might take one to two years, as suggested by Short et al. (2012). The importance of appropriate time length in SIOP implementation could be seen from the result of the pre- and post-test on literacy ability completed by the teachers (an average increase of 1.5 point) and the coaches (an average decrease of 0.62). In order to reduce the level of the program implementation resulting in insignificant student learning improvement (Echevarria et al., 2011), the coaching should be well-planned allowing adequate time for the implementation.

Additionally, the coaches involved in this program have reported progress made by the teachers in terms of lesson plans and lesson delivery in their written reports and follow up session with the researchers. This is in line with the previous studies' findings that literacy coaching develops the individual and group capacity to engage in creative problem solving and self-reflection, provide a continuum of professional learning opportunities as well as increases the teachers' quality in literacy teaching practices (Landry et al., 2009). Considering the evidence-

based success of the SIOP model and taking into consideration its limitations discussed in this section, the current study opted to implement the SIOP model into its e-literacy coaching model.

As for the pre-test and post-test pertaining the teacher's literacy competence, the quantitative data shows no significant escalation on the scores. The slight escalation which quantitatively represents no significant enhancement on the teacher's literacy competence made was most possibly due to the time allocation given to literacy enrichment workshops (i.e., only three sessions: 2 sessions for the first cycle and one session for the second cycle). These were not adequate to cover the materials the teachers should master, as mandated by the 2013 Genre-based English Curriculum.

Notwithstanding this fact, the qualitative data in forms of interview reveals otherwise.

> *"Saya senang bisa mengikuti program ini karena Modul Pengayaan Literasi membantu meningkatkan kemampuan literasi saya, bagaimana memahami dan mengevaluasi suatu materi dan teks. Kemudian, soal-soal HOTS (Higher Order Thinking Skill) yang ada di modul meningkatkan kemampuan berpikir kritis saya dan siswa."* [I'm happy I can join this program as the literacy enrichment module help to increase my literacy competence, i.e., how to understand and evaluate one material (sic.) and text. HOTS questions on the module increases the ability of my students' critical thinking as well as myself, **my own translation**]" – CN-02.

> *"Awalnya pengetahuan literasi saya terbatas, namun setelah mengikuti program ini, saya mendapatkan pengetahuan yang lebih luas tentang literasi yang nantinya bisa diterapkan untuk mengajar siswa. Modul yang diberikan sangat berguna bagi saya sebagai pengajar untuk meningkatkan kemampuan literasi."* [At the beginning my literacy knowledge is limited. However, after joining this program, I gained broader knowledge on literacy in which I will later apply in class. As a teacher, the module given is very helpful to increase my literacy competence, **my own translation**]". - CN-06.

These two statements reinforce that though quantitatively speaking the results of pre-test and post-test showed insignificant enhancement on the teachers' literacy competence, but the teachers veritably realized the significance of literacy enrichment workshops. At the same time this can also be one that the research team needs to rectify for their further study.

Finally, the program evaluation survey indicated that the participants of this present study (N=40) perceived collaborative reflection sessions as either extremely effective or very effective. The finding is consistent with the statements made by the teachers during the coach-led de-briefing/reflection stage. This serves as an evidence that coaching is an important component in a teacher professional development program as it provides opportunities for content and practice sharing between the coaches, the teachers and the research team while at the same time allowing for some personalized feedback (Darling-Hammond et al, 2017). Collaborative coaching model places both the teachers and the coaches in a parallel position as they learn from one another to help students with their literacy learning (Rodgers & Rodgers, 2007).

CONCLUSIONS

The literacy e-coaching model for EFL teachers of junior high schools in Indonesia discussed and proposed in this article was an adaption of Rogers and Rogers's (2007) and Trinh

et al.'s (2011) model. The model was implemented during the COVID-19 pandemic in two cycles with the coaches and the teachers being recruited from MGMP network. The participants were all present and directly involved in the virtual coaching cycles conducted. As for the microteaching, only the coaches and the teachers involved. Based on the results of the pre- and post-tests developed from the literacy learning module, the SIOP model was proved effective in enhancing the teachers' as well as the coaches' competences on literacy learning. In spite of its successes, there were some limitations identified throughout the study including the length of SIOP training for the coaches, the lack of access to the internet for students in the independent application stage and the unavailability of digital teaching and learning materials focusing on literacy. Therefore, adequate training of SIOP for future coaches, availability of reliable internet connection and the design and development of a web-based e-coaching model to facilitate the synchronous teaching and learning process for junior high school EFL teachers are strongly recommended for further studies.

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APPENDICES

Appendix A

https://drive.google.com/drive/u/1/folders/1MFd0vZ4caFIFfTiLLVgsLUm_Y5UGgx_U

Appendix B

https://drive.google.com/drive/u/1/folders/1MFd0vZ4caFIFfTiLLVgsLUm_Y5UGgx_U