

# Impact of Cognitive Coaching on Self-Efficacy, Students, Classroom Management, And Instructional Practice in TEFL Teacher Education

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## ABSTRACT

### **Purpose:**

Purpose of this paper to explore the impact of cognitive coaching on ELT self-efficacy and reflection skills in TEFL teachers. To mitigate these challenges, they need to be mentally ready to serve their learners. One way of ensuring this cognitive readiness is by cognitive coaching.

### **Design/methodology/approach/Findings:**

A survey has been conducted using a structured questionnaire and an interview containing various items that portray the Impact of Cognitive Coaching on Self-Efficacy, Students, Classroom Management, And Instructional Practice in TEFL Teacher Education. The sample consists of 112 respondents, 12 teachers and coordinators for interviews; however, 100 teachers. Study based on an inductive approach because it is essential to include the perceptions and opinions of participants to explore the impact of cognitive coaching. This study conducts an analysis of variance and the survey to conduct a quasi-experimental model.

This paper summarizes the findings of a study that focused on the effectiveness of cognitive coaching among TEFL teachers. After conducting qualitatively and quantitatively research investigating the role of cognitive coaching in enhancing outcomes among TEFL teachers, it was clear that cognitive coaching had significant learning outcomes when appropriately performed.

### **Originality/value**

To the best of the authors' knowledge, this is the first study that measures the "Impact of Cognitive Coaching on Self-Efficacy, Students, Classroom Management, And Instructional Practice in TEFL Teacher Education".

**Keywords:** Teacher education, cognitive coaching, teacher's self-efficacy, TEFL, and instructional practice.

## INTRODUCTION

Cognitive Coaching involves a planning conference between coach and teacher, classroom observation, and a reflecting conference. Cognitive Coaching aligns the critical action of thinking more closely to the actions of teaching. Through specific tools and strategies, Cognitive Coaching helps teachers recall their experiences, analyze causal factors, generate alternatives, and evaluate the effectiveness of their decisions. The quality of teaching is critically important for education success. This study aims to

determine if cognitive coaching can improve the effectiveness of English language teacher candidates. This research provides an overview of the topic, including contextual background, research aim and objectives, research questions, the significance of the topic, key terms, and structure of the study.

### **1.2 Contextual background**

There have been several studies on the topic of cognitive coaching. The most recent study is the Edgerton, Palmer, and Williams (2010) study, which

used a quasi-experimental design that involved two groups of 143 teachers. The first group was trained, while the second group did not receive any training. The results of the study revealed that after assessing the effectiveness of training, those with cognitive training scored higher on the Vincenz empowerment scale. This suggests that their training is more effective than those without it.

Furthermore, the test revealed that teachers who had cognitive training experienced higher satisfaction levels with their profession. This suggests that cognitive training helps develop and improve their skills.

Their satisfaction regarding teaching as a career implies that they are motivated to teach, which positively affects their behaviour in class. According to Batt (2010), cognitive coaching helps teachers understand the importance of their profession and make them believe that they can do the job efficiently. Self-efficacy in teachers show self-confidence, which is mandatory to inspire students. Cognitive coaching also helps teachers to resolve students' issues. Eger

(2006) stated that cognitive coaching helps teachers behave empathetically to understand problems faced by students. It helps manage the class effectively by encouraging interaction and discussion within the class, making students think critically.

Applying a cognitive coach approach is also helpful in providing teachers' effective feedback and guiding them for improving themselves. This implies that cognitive coaching is beneficial for teachers, but it is also beneficial for students. Ellison and Hayes (2006), stated that one of the significant purposes of cognitive coaching is problem-solving. In this area, teachers usually struggle when dealing with the students as they have to solve their own and students' problems. A teacher who has a more significant impact on students' lives is the one who considers their issues and tries to help them rather than a teacher who is not bothered. Cognitive coaching helps a teacher resolve their own and students' problems which is helpful in better classroom management.

### CONCEPTUAL FRAMEWORK

The model shown in figure 1.1 on this section provides a framework for understanding the connection between the variables.

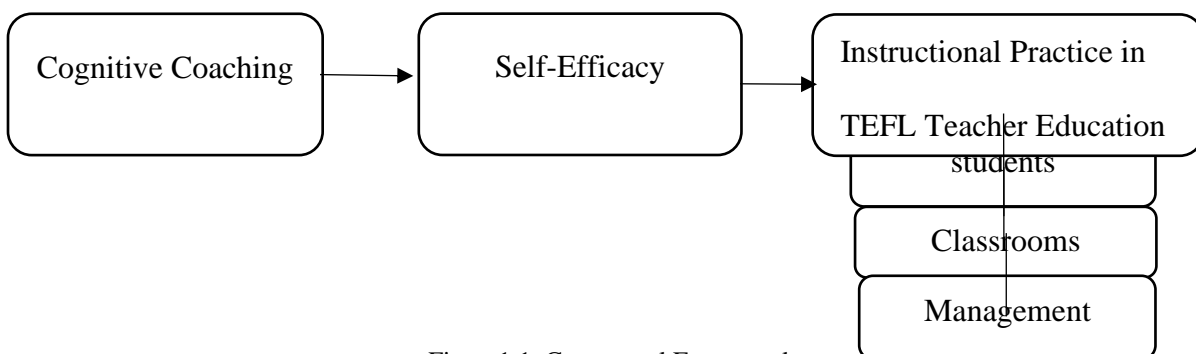


Figure 1.1 Conceptual Framework

### 1.3 Research and objectives

The major aim of the research is to explore the impact of cognitive coaching on self-efficacy and reflection skills in TEFL teacher education. This aim will be achieved through the following objectives:

- To explore whether cognitive coaching improves English language teachers' female effects of teachers' sense of efficacy on the way the teachers think and reflect about teaching after each lesson.
- To explore English language teacher perceptions of the impact of cognitive coaching on their lesson planning and lesson reflection abilities.

- To explore the significant effect of Cognitive Coaching on English teacher efficacy measured by the English Teacher Efficacy Scale

### 1.4 Research questions

- To what extent cognitive coaching improves English language teachers' female sense of efficacy on the way teachers reflect on the lesson, students learning and teaching approach.
- What are English language teacher perceptions of the impact of Cognitive Coaching<sup>SM</sup> on their lesson planning and lesson reflection abilities?
- Is there a significant effect of Cognitive Coaching<sup>SM</sup> on English teacher efficacy measured by the English Teacher Efficacy Scale?

### 1.5 Significance of the study

It has been noted in educational institutions that most teachers only limit their tutoring to a defined syllabus, which limits the students. This does not let students think critically and question things. As a result, they are unable to monitor themselves, so they go with the flow. On the other hand, some teachers teach them to assess themselves to not depend on their teachers for everything. According to Williams & Palmer (2010), cognitive coaching helps teachers find a way to make students self-dependent and improve teaching and learning. Teachers' cognition and behaviour is an essential factor that affects students significantly. They do not only learn what teachers want them to learn, but they follow their teachers. This implies that teachers inspire their students. Cognitive coaching is a program for professional development which produces self-directed individuals. Self-directed teachers impact positively over the students, and students get to monitor themselves as well. This concept is critical yet uncommon in educational institutions; the research intends to emphasise the importance of cognitive coaching for teachers.

### 1.6 Key terms

#### 1.6.1 Cognitive coaching

Cognitive coaching is a framework which supports organisations and individuals to become self-managing, self-directed, self-modifying and self-monitoring (Costa & Garmston, 2002).

#### 1.6.2 Self-efficacy

Self-efficacy refers to individuals' belief in his own innate ability to achieve goals (Bandura, 1993).

#### 1.6.4 Instructional practice

These are the specific teaching methods that encourage interaction and discussion within the classroom.

#### 1.6.5 TEFL teacher education

TEFL is an abbreviation for Teaching English as a Foreign Language. It applies only to teaching English (Goker, 2006).

### 1.7 Structure of the research

This research has been structured to include the following sections:

Firstly, the topic is given, it includes research aim and objectives, research questions, contextual background, significance and rationale of the study and critical terms used in the research.

In literature review which provides a complete review of what has been included in the literature regarding the topic. It includes findings of previous studies to explore cognitive coaching and its impacts.

In methodology that provides all methods which will be used to collect and analyse data. This

chapter will also provide justifications as to why selected methods are suitable for the topic.

### LITERATURE REVIEW

Now, more than ever, it is obligatory for teachers in the 21st century to be in a position to bombard learning outcomes into the innocent minds of learners and ensure they produce holistic individuals who can use that which they learn for a long time. This is especially important in light of the ever-evolving modern world. Case in point, due to the ongoing advances in technology and globalization, young adults have to acquire a wide array of skills, in addition to the particular field in which they are specialized. For instance, whichever courses one studies today, one must have well-developed communication skills, be able to find their way around technology, be a team player, among other essential skills. This then presents a sharp contrast in terms of what is required of teachers in this century compared to those in the old days. In other words, teachers in the modern world are required to have much more skills and disseminate learning outcomes. For one, they are supposed to be facilitators or, rather, creators of enabling environments, where students can gain valuable skills that will be essential for their survival both in the present and future.

In addition to creating an enabling environment in the classroom, teachers control their learners. Since students directly depend on their teachers in gaining knowledge, they are more or less central to the entire learning process. Another significant role that educators have is that of the promoter. In this sense, being a promoter entails assisting and encouraging learners during the learning process. Educators are a form of "walking resource centre" always ready to assist their learners. They spend their entire working lives in service of learners. In addition, to be a resource centre, teachers have a role of assessing their learners periodically. This is usually in a bid to ensure learning outcomes are grasped and retained by learners. Ostensibly the most tasking, teachers in the 21st century play the role of organizing the learning process. This ranges from physical planning to being leaders in the classrooms. While this is the case, teachers are responsible for ensuring they are not the dominant figure in the learning environment. Overall, balancing participation plays a crucial role in ensuring that learners remain an integral part of the learning process. Finally, teachers have the role of tutoring their learners, which is, in fact, their crucial role. From the above discussion, it is clear that educators do have to be physically prepared and cognitively equipped if they desire to handle the 21st-century learner.

All the roles aforementioned require the utilization of cognition at some level. In this context, incorporating cognition in disseminating learning

outcomes by teachers refers to being well-equipped with the necessary mental skills that enhance the learning process. Since the ultimate goal of acquiring knowledge is to have problem-solving skills, it is only evident and obligatory that educators should be well equipped, cognitively speaking, to ensure cognitive development among their learners. Modern administrators in the education sector worldwide advocate for cognitive development among educators before getting into their practice and periodical evaluation in the course of their practice. One way this is achieved is through cognitive coaching. In this regard, cognitive coaching refers to hiring professionals who equip teachers with the desired mental capacity to handle or instead explore “the thinking behind their practices”. The goal, in this case, is to instil in teachers a cognitive map, which they can then use to develop their learners’ cognition. It then becomes apparent that cognitive coaching directly enhances the overall learning outcomes to a significant extent.

### 2.1 Cognitive coaching

This study is based on two frameworks cognitive coaching<sup>SM</sup> and language teachers’ self-efficacy. Cognitive coaching is a process or a set of strategies, or one can say it is a way of thinking which supports individual or organisational development with becoming increasingly self-directed and reflective (Bloom, Castagna, & Warren, 2003). This process holds great significance in the profession of teaching to enhance the performance of teachers. The heart of cognitive coaching is the concept that each individual has resources to grow, develop and change from within. In other words, the person who is not a coach can coach what is good and what is not, what is appropriate and what is not or what is effective and what is not. Once a person understands the difference, he/she will observe quality in everything he /she does. It is a process during which an individual, specifically a teacher, explores the thinking behind his/her practices. According to Slinger (2000), in such a process, each person involved seems to maintain a cognitive map that is only partially conscious. Questions asked by the coach reveal areas of that map that are not entirely developed. When individuals talk aloud about their thinking, their decisions seem more apparent, and their awareness increases.

Cognitive coaching allows teachers to identify their capabilities and what difference they can make in society. Brooks (2000) stated that cognitive coaching makes teachers more satisfied with their jobs or profession. This profession is the one that creates all other professions but not every teacher is aware of his/her importance. The process is divided into three phases’ pre-conference, observation and post-conference. According to Dryden and Neenan (2013),

the significant difference between evaluation and cognitive coaching is that cognitive coaching utilizes these cycles to assist the teacher in improving instructional effectiveness. This can be done by becoming more reflective about teaching. In pre-conference, a teacher is required to articulate the day’s goals, and post-conference requires assessment, the teacher himself/herself evaluates the success of the lesson rather than the coach. This implies that cognitive coaching is associated with self-directing and self-monitoring. The benefit is that once a teacher can self-monitor, he/she identifies areas that require improvement and work hard for such improvement. Cognitive coaching is considered a great source of self-efficacy.

### 2.2 TEFL Teacher’s education

TEFL stands for “Teaching English as a Foreign Language”. As is suggestive of the name, it refers to teaching the English language to individuals from regions where English is not their native or first language. It is a term used to refer to learners who understand and converse in one or more languages other than English. TEFL may occur within the formal school systems within a country or in private settings, in which case tutors are hired. While TEFL is most common in regions where English is not the first language, it also often occurs in countries where English is the native form of communication. In such instances, the objective is mainly to teach immigrants the English language. TEFL educators may be either non-native as well as native English speakers. Other names that are used to refer to TEFL are; “TESL (Teaching English as a Second Language), and TESOL (Teaching English to Speakers of Other Languages)”. The main objective of TEFL, be it in native or non-native English-speaking countries, is to equip learners with English as a survival language in their stay in that particular nation. As such, TEFL instructors are teachers just as any other educators.

TEFL utilizes several techniques to teach English to learners. The first technique is reading. In this case, literature is used by educators in teaching English. This particular method is mainly utilized where English is being taught to younger teenagers and children. When reading literary stories, TEFL educators use subtle techniques such as rhyming to popularize the pronunciation of certain words. This way, when done over time, learners become proficient with the English language. The second technique used in TEFL is “Communicative Language Teaching (CLT)”. Popularly utilized in places like Taiwan, Europe, and Japan, it is a technique that is believed to be effective as it incorporates listening, speaking, reading, and writing English skills. Blended learning is the third technique that TEFL teachers utilize. This methodology combines the use of multimedia

elements, thus referred to as “computer-assisted language learning”. Due to this nature, this technique takes place in “virtual learning environments (VLE)”, where learners are provided with various educational inputs. Finally, TEFL is disseminated via online classrooms. In this case, individuals seeking to learn English enrol into an online or virtual class that have accreditation from relevant national agencies.

Broughton, Brumfit, Flavell, Hill, and Pincas (2003) documented that, Teaching English as a foreign language is a program that is necessary for countries where English is not a primary language so that when people apply overseas for jobs or educational purposes, this program helps them to get preferred. This program is a challenging task because TEFL brings many challenges for teachers as they deal with people with different needs. There may be people who are not aware of English, while others may have sound awareness but only look for complexities. This makes it challenging for a teacher to manage the classroom effectively. It requires a teacher to convey the English language the way it is preferred in foreign countries; therefore, working as a TEFL teacher needs living abroad.

According to Broughton et al. (2003), a significant challenge is that there is no defined syllabus, but a teacher has to look at the needs of students and their level of awareness of the English language. It does not only vary from student to student, but it also varies from country to country or organisation to organisation. TEFL teachers must always check with the department of ministry in a country where they wish to teach. Due to different requirements, these teachers need to be self-directed and self-monitoring to assess themselves as to how much they are fulfilling different needs of students. A teacher who has been part of cognitive coaching can face different issues and challenges, and this training makes them able to face every situation efficiently.

### **2.3 Challenges faced by teachers in TEFL**

TEFL teachers face several challenges due to students from different backgrounds, cultures and languages. According to Fauziati (2010), the major challenge is communication because students speak languages like Pakistani or Arabic and have no awareness of the English language. Teaching English to these students is a significant challenge faced by teachers of TEFL. Teachers and students find it challenging to communicate with each other, so teachers never get to know the problems students face. Students see themselves in a challenging position to ask questions. They are not only from different cultures but also from different fields, which may raise technical questions. Another critical problem, according to Harmer (2001), another critical problem is that students become overly dependent on the

teacher, which is an adverse situation because they are expected to face every problem alone in the future. This requires teachers to make them self-dependent. Furthermore, students do not take this program seriously, thinking they already know English through movies or TV shows. However, they are often not at all aware of professional language to be used in organisations.

A significant problem encountered by TEFL teachers is having limited time to teach. As mentioned earlier, TEFL may occur either in tandem with formal learning or in private settings. Either way, individuals seeking to learn English are in most cases already engaged with other activities and only allot a specific amount of time to learn English in a day. As an educator, one is bound to become highly invested in seeing their students' progress. Generally, this is a good thing. However, it becomes frustrating when an educator has to pause learning when the time allotted to learning English lapses, the students have to proceed to other activities.

Another major challenge faced by TEFL teachers is the lack of the needed resources. Learning an entirely new language is a tedious process. This is further exacerbated by instances where large numbers of individuals are learning at the same time. In such cases, assistants, writing material, and other essential resources are required to teach appropriately. When such resources are not provided to teachers, it becomes a significant challenge. Also, lacking support and guidelines from the allied stakeholders is a significant challenge that TEFL educators face in their work. Lastly, different pedagogies in different regions poses a problem to TEFL. This is problematic because, since there is no harmonized framework of handling TEFL worldwide, teachers may face problems, especially when they are not conversant with particular pedagogies.

### **2.4 Cognitive coaching for self-efficacy in teachers**

Self-efficacy refers to a concept postulated by Albert Bandura, a psychologist, in the enormous scope of things. According to him, self-efficacy is an individual's judgment as to how they believe they can execute particular tasks in the specified manner they are supposed to. In simpler terms, self-efficacy is a person's “belief in their innate ability” or valuing one's cognitive abilities or strengths. With this innate belief, one can work around obstacles that would otherwise interfere with the regular running of things. As one would expect, self-efficacy is a favourable trait that guarantees positive results when teachers and other stakeholders in the education sector have it.

When educators or teachers possess self-efficacy, they have innate beliefs in their ability to offer learners the best possible education. As mentioned earlier, teachers are integral to the learning

process. Learners depend single-handedly on their teachers to gain an education. As such, self-efficacy ensures that teachers undertake their obligations and tasks effectively, thus enhancing the learning outcomes. In addition, when teachers possess self-efficacy, they are better positioned to handle challenges in ways that mirror objectivity cognitively. Ultimately, when this is replicated over an extended amount of time, it directly influences vital academic outcomes such as students' motivation and achievement. This last point is crucial as it ensures that educators have high expectations of their learners. Inversely, students' morale is significantly enhanced when their teachers have high expectations of them. A significant way of ensuring that teachers have efficient self-efficacy is through cognitively training them.

(Goker, 2006) stated that with feedback comes improvement and awareness, but teachers get almost no feedback for what they do to perform better. Madam Mohana Ratnam is a staff Developer in Regent Secondary School who felt compelled to build professional capacities and enhance self-efficacy in her colleagues. For the teaching programme, she was awarded Fulbright Distinguished Award, after which she decided to use cognitive coaching to empower and inform teachers in her Fulbright Capstone Project. According to Skaalvik and Skaalvik (2010), self-efficacy refers to an individual's belief in his capability to achieve goals. This aspect is considered missing in teachers, and cognitive coaching helps them to understand their capabilities. It motivates them to become more focused and more effective in their profession and self-direct themselves if any issue arises. This capability motivates students as well as they are taught to assess themselves as excellent or poor in different situations.

Ross and Bruce (2007) stated that teachers should have high expectations for their students, without which they cannot observe a positive difference. Holzberger, Philipp, and Kunter (2013) stated that the cognitive model is a concept of self-efficacy, defined as one's beliefs in managing and executing the course of action to manage prospective situations. Teachers having high self-efficacy possess confidence which can be transferred to students who are not doing very well. It also includes managing one's anger, emotions, feelings, actions and thoughts. It emphasises that teachers can exercise some impact over their actions, are self-organising, self-reflecting and proactive. Cognitive coaching helps them determine and manage how they perceive opportunities and challenges and react to such opportunities and challenges.

### **2.5 Impact of cognitive coaching**

The primary aim or objective of conducting cognitive coaching is to ensure individuals' cognition

sphere is in sync with their everyday life. People in all kinds of sectors can utilize cognitive coaching to enhance their desired outcomes. In the education sector, teachers are not left behind. TEFL teachers need cognitive coaching in order to enhance their significant objectives. It is a known fact that there more time one spends undertaking a specific task, the more they are bound to perfect doing it. It is often said that one becomes an expert in a particular field after spending about 10,000 hours doing that thing. This translates to around seven years of engaging in a single endeavour. Back to the education sector, this is what is referred to as professional development (PD). Developing prowess in the profession is essential, especially as a teacher, as it directly translates to better learning outcomes for learners. When cognitive coaching is provided to teachers, it directly enhances the acquisition of their professional development.

According to Batt (2010: 998), cognitive coaching is effective in enhancing self-efficacy, but it contributes to classroom management and instructional practice in TEFL so that teachers get to know how they should manage challenges faced in TEFL teaching. The primary purpose of cognitive coaching is to identify oneself, one's emotions, feelings, anger, and thinking and such identification led to managing every situation calmly and effectively. Knowing his weak areas and cognitive capacity will improve him, which adds value to his professional development. Cognitive coaching helps teachers a lot in their professional development, specifically when it comes to TEFL and its challenges. Cornett and Knight (2009) stated that cognitive coaching is a complete guide for teachers who want to develop themselves in this career. This program is even necessary for teachers who do not feel good about their profession because it emphasises the importance of teaching, and participants feel better about their profession. This program helps teachers in classroom management, specifically time management in class with students with different learning needs.

A study conducted by Poulou (2007) found that cognitive coaching provides coaching for nonverbal classroom management, which includes a set of non-verbal techniques for teachers to decrease time spent in managing students and increase time spent assisting students to achieve their goals. The treatment group was the group of teachers who joined cognitive coaching while the control group was without any coaching, and it was found that self-efficacy in the treatment group increased significantly compared to the control group. The study even found that attitude towards the school culture was positive in the treatment group compared to the control group. (Moche, 2000) stated that this model promises to

increase teacher efficacy and professionalism, and it also helps them implement innovations. It encourages instructional practice, which helps in more excellent discussion and interaction within the class.

## RESEARCH METHODOLOGY

### 3.1 Introduction

This paper is included in the proposal to identify different methods that will be used for this research. It includes various methods such as research philosophy, research design, research approach, types of investigation, data collection techniques, samples, and data analysis plan. These methods are chosen according to the professional knowledge of the researcher so that they suit the topic, and accurate/reliable results are reached. This research holds great significance because it explains how research is conducted and why such methods are suitable for the topic. And also comprises of ethics and limitations of the research. The ethical guideline shows that the researcher will research with honesty and integrity, while limitations highlight that this research has limited scope.

### 3.2 Research philosophy

Research philosophy can be positivism, interpretivism and pragmatism, out of which this study will be based on pragmatism research philosophy. Pragmatism research philosophy is a mixture of both positivism and interpretivism. According to Neuman (2013), this philosophy says that the inclusion of numeric data and participants' opinions and insights provides a greater understanding of the topic, and results are more accurate. Through pragmatism research philosophy, the researcher will conduct a survey and interviews with participants to extract quantitative and qualitative data. This philosophy is suitable for the topic because the topic is complex, and a single method may not provide an accurate result. Therefore, both kinds of data will be included to make sure that the result reached is reliable. Furthermore, it is essential to conduct interviews as teachers with cognitive training or coaching can describe its impacts better. Through interviews, they will add every vital detail which can be missing in numeric data. On the other hand, numeric data will help in reaching objective and factual results.

### 3.3 Research approach

There are two research approaches; the inductive approach and the deductive approach. This study will be based on an inductive approach because it is essential to include the perceptions and opinions of participants to explore the impact of cognitive coaching. Bryman and Bell (2015) stated that the inductive approach helps add value to the topic

through participants' recent roles. A major research question is to determine teachers' perceptions regarding the impact of cognitive coaching, and their perceptions are expected to be detailed so that information is added to the topic. Therefore, the inductive approach has been chosen so that detailed impact of cognitive coaching is on teachers' reflection abilities.

### 3.4 Research design

This study will use the mixed method (qualitative and quantitative) as a research design because it intends to include both numeric data and participants' insights to explore the impact of cognitive coaching (Zikmund, Babin, Carr, & Griffin, 2013). This design is considered suitable because it will enable the researcher to incorporate every critical aspect of the topic. After all, the topic is complex, and participants' perceptions may differ, leading to confusing results. However, including numeric data and insights will help the researcher reach a better and accurate conclusion. Brannen (2017) stated that the mixed method is considered better for complex topics in which there is a risk of material difference in opinions, so both kinds of data support each other and help the researcher to reach a better conclusion. Interviews and observations are two most suitable methods to be used to collect data.

### 3.5 Types of investigation

There are three types of investigation: exploratory, explanatory and descriptive. This research is based on exploratory research, undertaken when the topic is unusual, has never been studied previously, or is covered by a few researchers (Taylor, Bogdan, & DeVault, 2015). This method is used when the researcher intends to explore any new idea or phenomenon. It is suitable for the study because the topic is complex and has never been researched in detail. Through this method, the researcher will explore the impact of cognitive coaching through the perceptions of teachers.

### 3.6 Data collection technique

The process of data collection is summarized in Table 1. First, the participants will receive the Teacher Beliefs-TSELI survey designed by Tschannen-Moran & Johnson in 2011. The survey has 22 item that helps the researcher to examine teachers' sense of efficacy beliefs (Tschannen-Moran & Johnson, 2011). In general, data collection will be primary data extracted in three phases during the second semester in government schools. Phase 1 is the planning conversation phase that is considered the first phase of the cognitive coaching cycle. In this phase, the mentor uses meditative questions to increase the teachers' awareness of the lesson's goals, implement strategies, establish teachers' learning focus, and reflect on the planning conversation. The coach helps

start to explore the perceptions and behaviours of teachers pre-coaching so that a comparison can be made afterwards. Phase 2 includes observations during the coaching to explore what is being taught and how teachers are thinking about the coaching. This phase may help to explore the impact as well because sometimes changes are observed during the process. Teachers may observe improvement during the process, or it will also let the researcher know the common issues of teachers that they consider challenging and the area of interest for them during the coaching. Phase 3 is the post-coaching interviews in which teachers ask questions regarding the impacts of

such coaching to assess significant changes in their behaviours and learning. These interviews are of significant importance because in these interviews, teachers and coordinators can clearly explain how much coaching was helpful to them and how they will apply the learning in their professional development. These interviews will also include critics of the coaching if any teacher is not satisfied with the coaching to help the researcher think critically about cognitive coaching. Data collection has been divided into three phases so that effects are better identified. Data will be collected through the self-efficacy model.

**Table 1:** Study Timeline

*Research Questions and Data Sources*

Research Question	Instrument/Data Sources
<ul style="list-style-type: none"> <li>To what extent cognitive coaching improves English language teachers' female sense of efficacy?</li> <li>What are English language teacher perceptions of the impact of Cognitive Coaching on their lesson reflection?</li> </ul>	<ul style="list-style-type: none"> <li>Semi-Structured Interview 1: Planning Conversation</li> <li>Semi-Structured Interview 2: Reflecting Conversation</li> </ul>
<ul style="list-style-type: none"> <li>Is there a significant effect of Cognitive Coaching on English teacher efficacy measured by the English Teacher Efficacy Scale?</li> </ul>	Language Teacher Self-Efficacy Scale

### 3.7 Sample size

The sample includes teachers and coordinators in schools who have been part of the cognitive coaching. The sample size is 12 teachers and coordinators for interviews; however, 100 teachers will be included in the survey to conduct a quasi-experimental model.

### 3.8 Sampling technique

The sampling technique will be convenience sampling because the topic is complex, and it would be not easy to find teachers taking part in cognitive coaching. Therefore, it will be made convenient for the researcher to find samples to apply this intervention.

### 3.9 Data analysis

As the study includes both qualitative and quantitative data, a single data analysis technique will not be sufficient to analyse data. To analyse qualitative data, responses from interviews, the thematic analysis will be used. This analysis is used to extract significant findings from interview responses that will be recorded to find relevant answers (Saunders, 2011). Further, teachers' sense of efficacy test will be conducted in which teachers will evaluate themselves by answering few questions over a scale. Furthermore, the Quasi-experimental model has also been used for quantitative data, which involves selecting groups upon which a variable is tested with no previous

selection process, such as selecting teachers in alphabetical order (Campbell & Stanley, 2015). A quasi-experimental model will be pre-test while teachers' sense of efficacy test will be post-conference.

### 3.10 Ethics and limitations

The researcher will consider a few ethical guidelines, such as avoidance of plagiarism. The work within the research will not be copied from any source, and reference will be provided where the work of any other researcher is used. Further, the researcher will report the data honestly without including any personal comments or bias. The researcher will take care of the confidentiality of participants, and they will be told about the purpose of the research. This study will have a few limitations such as:

- It will be conducted in limited time which may affect the accuracy of data because findings will be limited.
- Furthermore, the research will be based on sample indicating that use of population may have led to different results.
- The research has been conducted in specific region; its results may differ in another region.



### 3.11 Results

Since this enquiry was more of an exploratory investigation, thematic analysis and Quasi-experimental models were identified as the most influential models in analysing results. In academic research, thematic analysis refers to an analysis methodology utilised in data collection that involves sets of texts, for instance, interview transcripts. Here, researchers critically examine the collected data to identify common or recurring themes. Themes may be patterns of ideas or topics that are observed repeatedly. One significant advantage of utilising thematic analysis is that categories and algorithms are unsupervised. This is a good thing as it leads to the capturing of unknown contexts. The other methodology used in analysing data in this current research study was the Quasi-experimental methodology. In this context, the quasi-experimental analysis methodology refers to a scenario where participants are not assigned to control groups or treatments randomly for comparison. This feature of quasi-experimental designs means that they are relatively inexpensive as compared to those that use randomisation. This research study opted to analyse the data collected using both thematic analysis and the quasi-experimental methodology to save resources and ensure recurring themes are identified. It is these recurring themes that will indicate the results.

The primary aim of the research was to explore the impact of cognitive coaching on self-efficacy and reflection skills in TEFL teacher education. The aims, in this case, were; to explore whether cognitive coaching improves English language teachers' female effects of teachers' sense of efficacy on the way the teachers think and reflect about teaching after each lesson and to explore English language teacher perceptions of the impact of cognitive coaching on their lesson planning and lesson reflection abilities. To investigate this, 12 teachers and coordinators participated in the interviews while 100 teachers were included in the survey to conduct a quasi-experimental model. Participants were required to answer three sets of questions, each with a total of 22 questions. They were then required to indicate their perceptions about the different constructs under enquiry.

For all the constructs under investigation seeking to investigate teachers' perception of cognitive coaching and whether it positively impacts self-efficacy in TEFL, the themes that re-occurred the most were; 'quite a bit, and a great deal'. This meant that TEFL teachers hold cognitive coaching in high regard and believe it leads to better learning outcomes. Also, the results indicated that there is indeed a significant effect of cognitive coaching on English teacher efficacy. These results agreed with the

findings that were discussed in the literature review section.

### Conclusion

The 21st-century teacher has more roles to play than the traditional teacher did. While the teacher's primary role remains to disseminate knowledge to learners, educators have to have the cognitive awareness of their practice now, more than ever. This last point is essential for TEFL teachers as they teach foreign learners in most cases. One way of instilling cognitive awareness among TEFL teachers is through cognitive coaching. This involves activities where teachers are literally coached on how to be cognitively aware in executing their duties. This current research is aimed at investigating the efficacy of cognitive coaching and its perceptions among TEFL teachers. After a conclusive thematic analysis, coupled with a quasi-experimental quantitative enquiry, it became apparent that cognitive coaching is perceived positively by TEFL teachers as they believe it leads to favourable outcomes.

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