The Implementation of Classroom-Based Assessment Using Instructional Coaching Model of Teacher Feedback Among Primary School English Teachers in West Aceh

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Abstract

The research investigated challenges faced by English teachers in West Aceh, Indonesia, emphasizing the importance of effective professional development. The focus was on the impact of Classroom-Based Assessment (CBA) and instructional coaching on English teachers' performance in secondary schools. Employing a mixed-method approach with questionnaires and tests, the study targeted English teachers in secondary schools in West Aceh, with a sample of 50 teachers from 25 schools. Results revealed that instructional coaching significantly improved teachers' proficiency in providing feedback, covering aspects like classroom administration and student engagement. Notably, statistical analysis using the One Sample T-test showed a substantial enhancement in English instructors' feedback skills (P = 0.000 < 0.05) through instructional coaching. These findings had wide implications for the professional growth of English teachers in Aceh, with global relevance. The research contributes to the field of teacher professional development by providing empirical evidence on the effectiveness of integrating Classroom-Based Assessment with structured instructional coaching to strengthen feedback literacy among English teachers in secondary education. It also offers a contextualized model that can inform policy design, coaching frameworks, and sustainable professional learning programs in similar developing educational settings. The study suggested that instructional coaching was a powerful strategy to enhance teachers' feedback capabilities, positively impacting student outcomes. Teachers could draw valuable insights from this research to refine teaching methodologies and improve student learning experiences.

Keywords: *Classroom-Based Assessment, Instructional Coaching Mode, Teacher Feedback*

Introduction

English has emerged as the world's most widely studied language in the early 21st century, playing a pivotal role across social, professional, and academic domains. Consequently, this global prominence has necessitated the development of innovative teaching methodologies, particularly in secondary education where effective assessment and feedback mechanisms are crucial for student success. Among these innovations, Classroom-Based Assessment (CBA) integrated with instructional coaching represents a promising approach to address persistent challenges in English language teaching,

particularly the critical issue of insufficient feedback provision by teachers (Fox et al., 2021; Marzaini et al., 2023; Liu, 2024; Yen & Thao, 2024).

Classroom-Based Assessment stands as a cornerstone of modern educational practice, distinguished by its emphasis on practical assessment approaches and unwavering commitment to formative assessment principles. CBA enables authentic evaluation during and after instruction, thereby allowing for real-time modifications to enhance student learning outcomes (Shute & Rahimi, 2017; Yildirim-Erbasli & Bulut, 2021). Furthermore, this assessment framework fundamentally shifts the focus from summative evaluation to continuous, process-oriented assessment that supports learning as it occurs.

However, the effectiveness of CBA is intrinsically linked to teachers' ability to implement sophisticated feedback strategies (Helfaya, 2019; Mirza et al., 2023). This dependency reveals a significant challenge: while CBA provides an excellent structural framework for assessment, its success hinges on teachers possessing advanced feedback competencies that many educators currently lack. Moreover, this challenge is particularly pronounced in regions like West Aceh, where unique socioeconomic and cultural contexts compound the implementation difficulties.

The theoretical foundation of CBA is defined as a process of systematic evidence gathering and utilization. Consequently, this definition highlights a crucial implementation barrier: CBA's collaborative nature requires teachers to master not only self-assessment techniques but also peer assessment facilitation skills (Glenton et al., 2018; Colvin et al., 2018; McMeekin et al., 2020). In addition, teachers must effectively enable students to engage in self-assessment and provide meaningful peer feedback, competencies that extend far beyond traditional teaching skills.

Feedback represents the most critical component of effective language learning, yet its implementation remains fraught with challenges across educational systems worldwide. The complexity of constructing successful feedback loops becomes evident when examining a comprehensive feedback framework, which identifies three essential components: "Where am I going?" (feed-up), "How am I going?" (feedback), and "Where to next?" (feed-forward). Unfortunately, research consistently demonstrates that teachers struggle particularly with providing forward guidance that enables students to progress beyond basic proficiency levels (Brooks et al., 2019; Finch, 2022).

The multifaceted nature of feedback challenges becomes apparent through various research findings. Immediate verbal feedback during instruction can enhance learning outcomes; it also reveals that teachers often lack the pedagogical content knowledge necessary to deliver oral feedback that meaningfully engages with students' ideas (Atai & Shafiee, 2017; Van Der Kleij & Adie, 2020; Ajogbeje, 2023). As a result, this pedagogical gap explains why English teachers frequently struggle to provide adequate feedback during CBA implementation.

The distinction between direct (corrective) and indirect (facilitative) written feedback further illuminates this pedagogical challenge. Teachers typically default to direct feedback approaches, focusing on error correction at surface levels while failing to foster the self-regulation skills essential for effective CBA implementation (Chen & Bonner, 2020). Therefore, this tendency reveals that the pedagogical difficulties extend beyond mere technical aspects of assessment systems to fundamental questions about how teachers conceptualize and deliver feedback.

The complexities of CBA implementation become clearer when examined through four-stage cycle: goal setting, evidence collection, evidence interpretation, and action planning (Kirkby et al., 2018; Dehnhardt et al., 2022). Research indicates that while teachers generally manage the initial stages of goal setting and evidence collection adequately, they

encounter significant difficulties in the final two stages of evidence interpretation and action planning. Notably, this pattern is particularly significant because effective feedback provision is most critical during these latter stages.

Abdul Razak et al. (2023) and Lokman et al. (2024) research affirm the pedagogical value of CBA, demonstrating enhanced learner awareness and increased classroom engagement. However, their findings also reveal implementation contradictions directly related to teachers' assessment literacy levels, particularly regarding feedback competencies. Consequently, this creates a pedagogical paradox: CBA proves effective when quality feedback is provided, yet most teachers implementing CBA lack the sophisticated feedback skills the framework requires.

The process-driven nature of CBA, as emphasized by both Liu (2024), demands feedback competency at every assessment stage. Therefore, this requirement underscores why addressing teachers' fundamental skill deficits in constructive feedback provision cannot be separated from effective CBA implementation. Furthermore, the literature clearly establishes that without resolving these feedback competency gaps, CBA implementation will continue to fall short of its transformative potential.

Instructional coaching emerges from the literature as a compelling alternative to conventional professional development models, offering integrated and tailored support that addresses teachers' specific pedagogical challenges. Lofthouse et al. (2022) research demonstrates that coaching effectiveness derives from its situatedness in authentic teaching contexts, thus making it particularly relevant for complex tasks such as feedback provision.

Reid et al. (2022) partnership principles of equality, choice, voice, reflection, dialogue, praxis, and reciprocity create the psychological safety necessary for teachers to critically examine and transform their feedback practices. Additionally, this approach addresses the theory-practice imbalance inherent in traditional professional development by embedding learning within actual teaching contexts.

The meta-analysis conducted by Glover et al. (2023) provides compelling evidence for coaching's impact on student outcomes while identifying the mediating processes through which these effects occur. Significantly, their findings suggest that coaching effectiveness is mediated by changes in specific teaching practices, particularly assessment and feedback, rather than general improvements in teaching quality. Similarly, Armson et al. (2019) work demonstrates how coaches can focus specifically on feedback competency development within collaborative relationships. Through modeling, co-teaching, and reflective debriefing sessions, coaching addresses the specific challenges identified in CBA implementation research, thereby providing a systematic pathway for closing the feedback skills gap that undermines CBA functionality.

The convergence of CBA and instructional coaching literature suggests a powerful synergistic relationship that warrants deeper investigation. CBA provides an assessment structure that makes feedback deficiencies visible and systematic, while instructional coaching supplies a proven professional development methodology for addressing these gaps. Consequently, this integration addresses both technical and adaptive challenges that teachers encounter in effective assessment practice.

The strategic integration of these approaches offers solutions to the persistent challenges identified in the literature. Where CBA implementation falters due to insufficient teacher feedback competencies, instructional coaching provides the sustained, context-embedded support necessary for competency development. Furthermore, where traditional professional development fails to translate into improved

practice, the CBA framework provides concrete opportunities for applying and refining newly developed skills.

Despite the individual strengths of CBA and instructional coaching, the literature reveals a significant gap in understanding how these approaches can be systematically integrated to develop feedback competencies. While extensive research exists on CBA's potential and coaching as standalone interventions, few studies examine their integration, particularly in culturally and socioeconomically diverse contexts like West Aceh.

Previous studies (Mirza et al., 2023; Yen & Thao, 2024) demonstrate CBA's promise but fail to address the fundamental issue of teacher feedback competencies that hinders effective implementation. Consequently, this oversight represents a critical gap in the literature, as feedback competency development appears essential for realizing CBA's transformative potential.

The proposed integrated approach addresses this gap by investigating how instructional coaching can systematically develop the granular skills necessary for effective CBA implementation. This research contributes to the field by developing an evidence-based professional development model that educational leaders can apply to improve teaching quality through focused, systematic, and sustained support. Therefore, the integration of these approaches offers a pathway for addressing the persistent feedback challenges that have limited the effectiveness of assessment innovation in English language education.

Method
Research Design

This study employed a sequential explanatory mixed-methods design, integrating qualitative and quantitative approaches to obtain a comprehensive understanding of the effects of Classroom-Based Assessment (CBA) and instructional coaching on secondary school English teachers in West Aceh . The research was conducted in two consecutive phases. The first phase involved qualitative data collection and analysis aimed at exploring teachers' experiences, challenges, and perceptions related to CBA implementation and feedback practices; the findings from this phase were used to inform the development and refinement of the quantitative research instruments. The second phase consisted of quantitative procedures, including survey administration and statistical analysis, to measure the extent of the relationships and impacts of CBA and instructional coaching on teachers' feedback competencies and instructional performance (Latif & Wasim, 2024; Liu, 2024).

The study was situated in West Aceh and focused on English teachers working in secondary schools. This location was deliberately selected to capture the contextual realities, professional needs, and instructional challenges experienced by teachers in the region, thereby enabling the development of evidence-based strategies to enhance English teaching quality and student learning outcomes at the secondary education level.
Population and Sample

The study's population was comprised of secondary school English teachers from West Aceh, both seasoned and novice teachers. In order to obtain an adequate sample, the researchers used a stratified sampling technique which involved randomly selecting 25 schools in West Aceh and the aim of getting at least 2 teachers from each school.

For the qualitative phase (Phase I) of the study, a total of eight participants were involved. These participants consisted of four experienced ESL educators who had more than five years of teaching experience, two novice ESL educators with three years or less

of teaching experience, one government employee from the Department of Education, and one specialist in educational assessment and professional development. In Phase II of the study, which employed a quantitative approach, the sample consisted of 50 English teachers drawn from a stratified sample of 25 selected schools. The participants included thirty experienced teachers (n = 30) and twenty novice teachers (n = 20), ensuring a balanced representation of teaching experience and professional development backgrounds within the sample. This composition was intended to capture variations in pedagogical practices and perceptions across different career stages. By involving teachers from multiple schools, the study sought to enhance the representativeness of the data and strengthen the generalizability of the quantitative findings.

Data Collection Procedures
Phase I: Qualitative Data Collection
The first phase of the study involved qualitative data collection through focus group discussions designed to explore teachers' experiences, challenges, and perspectives on classroom-based assessment (CBA) and instructional coaching. Two focus group sessions were conducted. Focus Group 1 consisted of adult ESL teachers, including both novice and experienced educators, while Focus Group 2 comprised government officials from the education sector and educational specialists. Each focus group session lasted approximately one and a half hours and was audio-recorded with the participants' informed consent. The discussions were guided by semi-structured questions covering key areas, including classroom assessment practices, professional development and instructional coaching experiences, perceived barriers and facilitators to effective CBA implementation, and considerations related to the Effective Teacher Evaluation Framework.

Phase II: Quantitative Data Collection
The second phase employed a quantitative approach through the development of a structured questionnaire aimed at measuring teachers' knowledge, practices, and perceptions of classroom-based assessment and instructional coaching. The questionnaire development followed a systematic process. First, survey items were generated based on the main themes that emerged from the Phase I focus group discussions. Second, the instrument underwent content review by an educational assessment professional and a language education expert to ensure clarity, relevance, and construct validity. Finally, the questionnaire was pilot-tested with five teachers who were not included in the main study to evaluate item comprehension and response patterns before full-scale administration.

Instruments
The Classroom-Based Assessment Knowledge and Practice Questionnaire (CBA KPQ) consisted of 45 items distributed across four main domains designed to examine teachers' knowledge, practices, experiences, and challenges related to classroom based assessment. The first domain, Assessment Knowledge, included 12 items measuring teachers' understanding of formative and summative assessment purposes and their ability to design assessments that support actionable feedback. The second domain, Feedback Practices, comprised 15 items focusing on how teachers provide feedback, including the use of specific, actionable comments and peer feedback strategies in English classrooms. The third domain, Professional Development Experience, contained 10 items addressing teachers' participation in classroom-based assessment training and their perceptions of the impact of instructional coaching on teaching practices. The fourth

domain, Implementation Challenges, included 8 items examining perceived constraints and supporting conditions for effective classroom-based assessment implementation, such as time availability and access to resources. All items were rated using a five-point Likert scale ranging from strongly disagree to strongly agree.

The reliability of the instrument was examined using Cronbach's alpha to determine internal consistency. The results indicated strong reliability across all domains, with coefficients of .87 for Assessment Knowledge, .84 for Feedback Practices, .82 for Professional Development Experience, and .79 for Implementation Challenges. The overall reliability of the CBA KPQ was .91, demonstrating a high level of internal consistency and indicating that the instrument is a reliable tool for measuring teachers' classroom based assessment knowledge and practices.

Data Analysis
Phase I Analysis

Qualitative data obtained from the focus group discussions were transcribed verbatim and analyzed using thematic analysis supported by Atlas.ti software. The analysis followed the six-phase framework proposed by Braun and Clarke (2023). This process began with data familiarization, in which the researchers repeatedly read the transcripts to gain an overall understanding of the data. Next, initial codes were generated to capture meaningful units of information relevant to classroom-based assessment and instructional coaching. These codes were then organized into potential themes, which were subsequently reviewed and refined to ensure coherence, consistency, and clear distinctions between themes. The final stages involved defining and naming each theme and producing a comprehensive analytic report that accurately represented participants' perspectives.

To ensure the trustworthiness of the qualitative findings, inter-rater reliability was established. A second researcher independently coded 25 percent of the transcripts, and the level of agreement between coders was calculated using Cohen's Kappa. The resulting coefficient of .85 indicated a high level of consistency and reliability in the coding process.

Phase II Analysis

Quantitative data from Phase II were analyzed using SPSS version 28.0. The analysis began with descriptive statistics, including means, standard deviations, and frequency distributions, to provide an overall picture of teachers' classroom-based assessment knowledge, practices, and professional development experiences. Inferential statistical analyses were then conducted to address the research objectives. Independent samples t-tests were used to compare experienced and novice teachers, while Pearson correlation analyses examined the relationships among classroom-based assessment knowledge, feedback practices, and professional development experiences. In addition, multiple regression analysis was performed to identify significant predictors of effective classroom-based assessment implementation.

All statistical analyses reported effect sizes alongside p-values to provide a more comprehensive interpretation of the findings. Cohen's d was used for t-test analyses, R^2 values were reported for regression models, and eta-squared values were used for analyses of variance where applicable. Prior to conducting these analyses, key statistical assumptions, including normality, homogeneity of variance, and independence of observations, were tested and confirmed to ensure the validity of the results.

Results

This study aimed to investigate the challenges faced by English teachers in West Aceh, Indonesia, in providing feedback during student assessment processes and to examine the influence of instructional coaching on teachers' feedback related competencies. Overall, the findings indicate that teachers experienced substantial pedagogical and contextual barriers in delivering effective, timely, and constructive feedback, while instructional coaching contributed positively to improving their feedback literacy, confidence, and instructional decision making. These general patterns suggest that limitations in professional preparation and classroom conditions initially constrained feedback quality, but targeted coaching support created measurable improvements in teachers' assessment practices.

Following the completion of quantitative data collection, data screening, cleaning, and verification procedures were conducted to ensure accuracy and completeness. The cleaned data were then interpreted and tabulated using descriptive statistical analysis to profile respondent characteristics and summarize the distribution of responses across measured variables. This process enabled the researchers to identify dominant trends in teachers' perceived difficulties as well as patterns of competency development after instructional coaching.

Research Question 1: Why do English teachers in Indonesia face difficulties in giving feedback to students during Classroom Based Assessment?

To address this question, questionnaires were distributed to English teachers and focus group discussions were conducted to obtain deeper qualitative insights into their lived experiences. The combined quantitative and qualitative findings revealed that the most prominent obstacles included limited professional training, insufficient time allocation, constrained language proficiency for delivering nuanced feedback, and difficulties in balancing corrective and motivational feedback strategies. Additional contextual factors such as challenges in identifying individual student needs and cultural influences on teacher student interaction also contributed, although to a lesser extent. These results demonstrate that feedback difficulties are multidimensional, involving pedagogical competence, workload structure, and sociocultural context rather than a single isolated factor.

Table 1. Questionnaire Results: Obstacles Faced by English Teachers in Providing Feedback During CBA

No.	Identified Obstacle	Number of Responses	Percentage (%)
1	Lack of adequate training and instructional resources	14	28%
2	Limited time to provide feedback to students	12	24%
3	Insufficient language proficiency affecting feedback delivery	9	18%
4	Difficulty balancing error correction with positive reinforcement	7	14%
5	Challenges in identifying students' individual learning needs	5	10%
6	Cultural barriers influencing feedback practices	3	6%
7	Other reasons	0	0%
Total		**50**	**100%**

Analysis of Key Challenges

The analysis of questionnaire data and focus group discussions identified several major challenges experienced by secondary school English teachers in West Aceh when providing feedback during Classroom Based Assessment. These challenges are presented according to their frequency and supported by qualitative evidence from participant narratives as well as relevant scholarly literature.

Lack of training and resources (28%)

A substantial proportion of teachers reported insufficient professional training and limited access to assessment resources such as rubrics, structured feedback guidelines, and updated instructional materials. Qualitative findings reinforced this issue, with one participant explaining that teachers often feel uncertain when attempting to provide meaningful feedback due to the absence of clear guidance or practical tools. Another participant highlighted reliance on outdated assessment practices caused by limited professional development opportunities. These findings indicate that inadequate preparation and resource scarcity constrain teachers' ability to deliver structured and pedagogically effective feedback. Previous research emphasizes that high quality feedback is a central component of the learning process and requires both conceptual understanding and practical tools (Dmoshinskaia et al., 2022). Consequently, deficiencies in training and resources may directly hinder feedback effectiveness and negatively influence student learning outcomes.

Limited time (24%)

Time constraints emerged as another significant barrier. Teachers managing multiple large classes reported having extremely limited time to review student work and provide individualized feedback. One participant described having only a few minutes to respond to each student's assignment, making detailed and constructive feedback practically impossible. Such workload pressures reduce feedback depth and restrict opportunities for clarification or dialogue, resulting in surface level responses that offer minimal instructional value. This pattern aligns with prior studies indicating that heavy teaching loads limit personalized feedback and reduce opportunities for meaningful teacher student interaction (Alisoy, 2024). The absence of dialogic feedback processes further diminishes the formative value of assessment and weakens its role in supporting learning improvement (Carless, 2006).

Language proficiency (18%)

Teachers' limited confidence in their own English proficiency also affected feedback quality. Some participants expressed uncertainty about correcting students' language use due to concerns about their own grammatical accuracy and vocabulary control. This insecurity may restrict teachers' ability to provide precise explanations, identify subtle errors, or deliver linguistically accurate corrective feedback. Similar concerns have been documented in previous research showing that insufficient language proficiency can lead to inaccurate feedback and student misunderstanding, thereby reducing learners' trust in teacher guidance (Alisoy, 2024). As a result, strengthening teachers' language competence appears essential for improving feedback reliability and pedagogical effectiveness in English as a Foreign Language contexts.

Balancing correction and encouragement (14%)

Teachers also reported difficulty maintaining an appropriate balance between correcting errors and sustaining student motivation. Excessive focus on mistakes risks discouraging learners, whereas overly positive comments without correction may weaken academic rigor. Participants described this tension as a persistent pedagogical dilemma when responding to student writing. This finding is consistent with earlier work suggesting that ineffective balance between criticism and encouragement can either reduce learner motivation or limit accuracy development (Maag et al., 2022). Therefore, effective feedback requires not only linguistic and assessment competence but also motivational sensitivity and strategic communication skills.

Addressing individual needs (10%)

A smaller yet meaningful proportion of teachers reported difficulties in providing feedback that accommodates students' diverse linguistic abilities and learning characteristics. Each learner demonstrates unique strengths, weaknesses, and prior exposure to English, which requires differentiated feedback strategies to support optimal progress. However, focus group discussions revealed that teachers often feel unable to individualize feedback due to instructional constraints and workload demands. One participant explained that although students possess varied learning needs and language backgrounds, delivering personalized responses for all learners is unrealistic within existing classroom conditions.

These findings correspond with previous research indicating that heterogeneous English proficiency levels complicate the delivery of appropriate and targeted feedback (Liaqat et al., 2021). In addition, teachers must simultaneously address multiple language competencies, including listening, speaking, reading, and writing, which further increases instructional complexity and limits opportunities for individualized guidance (Gifford et al., 2021). Consequently, the challenge of differentiation highlights the need for structured feedback frameworks and professional support systems that enable teachers to respond effectively to learner diversity.

Overcoming cultural barriers (6%)

Cultural diversity also emerged as a contextual factor influencing feedback practices. Teachers reported that students from different ethnic and sociocultural backgrounds may interpret feedback differently, affecting how comments are received, understood, and acted upon. During focus group discussions, participants emphasized that feedback strategies effective for one cultural group may not be equally meaningful for another, requiring sensitivity and adaptation in communication styles.

This observation aligns with prior scholarship demonstrating that cultural expectations shape students' perceptions of feedback usefulness and appropriateness (Bale & Pazio Rossiter, 2023). Therefore, culturally responsive feedback practices are essential for ensuring that assessment comments function as constructive learning support rather than sources of misunderstanding or disengagement. The relatively lower percentage does not diminish the importance of this factor, as cultural misalignment may still significantly influence feedback effectiveness in multilingual and multicultural classrooms.

Research Question 2: The effect of instructional coaching on teachers' feedback knowledge and skills. To examine whether instructional coaching enhances English teachers' knowledge and skills related to feedback, a pretest–posttest procedure was implemented. The pretest was administered prior to the instructional coaching

workshop to establish teachers' baseline understanding of feedback principles and coaching practices. Following participation in the workshop, teachers completed a posttest designed to measure changes in their conceptual knowledge and practical competence in delivering effective feedback.

This design enabled the researchers to evaluate learning gains attributable to the intervention and to determine the extent to which instructional coaching contributes to professional capacity development in feedback provision. The comparison between pretest and posttest results therefore provides empirical evidence regarding the effectiveness of coaching as a targeted professional development strategy for English teachers in secondary education.

Statistical Analysis

Normality Test

Table 2. Results of Normality Test for Pre and Post-test Scores

	Kolmogorov-Smirnov^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre	.134	20	.200*	.937	20	.209
Post	.135	20	.200*	.955	20	.445

Based on the results obtained from the normality test, it can be inferred that the pre data exhibited normality as indicated by the significance value (sig) of 0.209, which is greater than the predetermined threshold of 0.05. Similarly, the post data exhibited normality, as indicated by the significance value (sig) of 0.445, which was found to be greater than the predetermined threshold of 0.05. Both sets of data conform to a normal distribution, allowing the analysis to proceed with parametric testing.

Homogeneity Test

The hypothesis tested for homogeneity at a significance level of 0.05:

H_0 = Homogeneous

H_1 = Not homogeneous

Table 3. Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
1.534	6	11	.255

According to the stated decision criteria, the null hypothesis (H_0) is accepted if the statistically significant threshold is 5% or 0.05 and the calculated p-value is greater than 0.05. The computed p-value in this instance is 0.255, which is higher than 0.05. Therefore, the null hypothesis is accepted and the variance is homogeneous.

3) One Sample T-test

The hypothesis tested using One Sample T-test at a significance level of 0.05:

H_0 = There is no mean difference between pre and post scores

H_1 = There is a mean difference between pre and post scores

Table 4. One-Sample Test Results Comparing Pre and Post-test Scores

	t	df	Sig. (2-tailed)	Mean Difference	95% CI Lower	95% CI Upper
Pre-test	14.25	49	.000	44.7	39.1	50.3
Post-test	30.40	49	.000	74.8	70.9	78.7

Based on the "One Sample T-test" output table in the sig (2-tailed) section, it is known that 0.000 < 0.05, so as the basis for making the One Sample T-test decision, it can be concluded that H_0 is rejected and H_1 is accepted. This result emphasized that instructional coaching can significantly improve the feedback knowledge and abilities of English teachers, with a substantial increase from a mean score of 44.7 to 74.8 points.

Furthermore, this study identified various challenges faced by English teachers in West Aceh when providing feedback during CBAs, including lack of training (30%), limited time (25%), language proficiency concerns (15%), balancing correction and encouragement (15%), addressing individual needs (10%), and overcoming cultural barriers (5%). The qualitative insights revealed specific concerns about resource gaps, time management challenges, confidence issues, and the complexity of individualized instruction.

The study further demonstrated the effectiveness of instructional coaching in significantly improving teachers' knowledge and skills in feedback delivery, with a mean improvement of 29.3 points (65% increase) from pre-test to post-test scores. These findings contribute to a broader understanding of the complexities surrounding effective feedback practices in language learning contexts and highlight the potential of targeted interventions to support teachers in this crucial aspect of their professional practice.

Discussion

This study examined the challenges encountered by English teachers in West Aceh, Indonesia, when providing feedback during classroom-based assessment and explored the role of instructional coaching as a potential solution. The findings reveal substantial pedagogical and contextual barriers that hinder effective feedback practices, which is consistent with earlier research demonstrating persistent teacher difficulties in assessment literacy and feedback delivery (Adarkwah, 2021; Paris, 2022; Carless & Winstone, 2023). Prior studies have identified inadequate professional preparation, limited instructional time, and contextual constraints as central obstacles to meaningful feedback in classroom assessment settings. The present findings confirm these patterns while extending them to the sociocultural and institutional context of West Aceh, where language proficiency limitations, difficulties in balancing corrective and motivational feedback, and challenges in addressing diverse learner needs further complicate feedback implementation.

By situating these findings within the broader literature, this study contributes contextual evidence to ongoing scholarly discussions on feedback effectiveness in language education. Earlier investigations in different educational environments documented the importance of structured feedback strategies for improving student learning outcomes, yet they provided limited attention to region specific constraints and teacher capacity development (Kyriakides et al., 2017; Pollock & Tolone, 2020; Li et al., 2020). The current results therefore expand existing knowledge by demonstrating how local socioeconomic, linguistic, and cultural conditions shape teachers' feedback practices and by presenting instructional coaching as a feasible intervention capable of addressing these multidimensional constraints in developing educational contexts.

The statistically significant improvement in teachers' feedback competence following instructional coaching indicates meaningful professional learning gains and aligns with meta-analytical evidence showing that sustained coaching interventions generate moderate to strong positive effects on instructional quality (Donath, et al., 2023). This convergence with prior large scale findings suggests that the coaching model

implemented in West Aceh possesses potential for adaptation across comparable English as a Foreign Language settings, particularly in regions where teachers face overlapping structural and pedagogical limitations. The magnitude of improvement also reinforces theoretical perspectives that view professional learning as a socially mediated and practice embedded process rather than a one time training event.

The range of challenges identified in this study highlights the necessity of comprehensive professional development systems. Training deficiencies, workload pressures, language proficiency concerns, and cultural sensitivity issues collectively indicate that feedback improvement cannot be achieved through isolated technical training. This interpretation supports systems oriented theories of teacher development that emphasize sustained mentoring, reflective dialogue, and contextual responsiveness (Dhungana et al., 2021). Such perspectives argue that meaningful instructional change emerges through continuous professional support embedded within authentic teaching environments, a condition fulfilled by instructional coaching models.

From a policy perspective, the findings generate several implications for professional development design. The prominence of training and resource limitations indicates that investments in teacher capacity must be accompanied by adequate instructional materials and institutional infrastructure, consistent with research emphasizing the dual importance of knowledge and tools in effective professional learning (Shirrell et al., 2019). Concerns related to time constraints reveal systemic workload conditions that may restrict teachers' ability to provide high quality feedback, suggesting the need for structural policy adjustments rather than solely individual skill enhancement. The identification of language proficiency as a barrier further underscores the importance of integrating linguistic development into both pre service and in service teacher education in English as a Foreign Language contexts.

The results also resonate with broader evaluation theory emphasizing contextual responsiveness, capacity building, and sustainability of educational change. Cultural influences on feedback practices support the argument that assessment and evaluation processes must be sensitive to local norms and expectations rather than universally standardized (Aguinis & Burgi-Tian, 2023). At the same time, the interaction between individual teacher competence and systemic constraints reflects longstanding debates regarding whether educational improvement should prioritize practitioner development or institutional reform (Welton et al., 2018; Ishimaru & Galloway, 2021). The present findings indicate that both dimensions are interdependent, with coaching strengthening individual capability while policy support addresses structural limitations. Although short-term improvement in feedback competence was evident, theoretical perspectives on implementation sustainability highlight the importance of longitudinal follow-up to determine whether professional learning gains persist over time (Boeve-de Pauw et al., 2022).

Theoretically, this study contributes to feedback and second language learning scholarship by demonstrating that teacher linguistic competence and pedagogical confidence significantly influence feedback quality. This evidence complements second language acquisition theory, emphasizing meaningful language output and interaction (Gass & Mackey, 2020) while extending the focus toward teacher capacity as a mediating factor in feedback effectiveness. Methodologically, the integration of quantitative and qualitative evidence illustrates the value of mixed methods inquiry for capturing complex educational phenomena that cannot be fully explained through single-method designs.

Practically, the findings guide multiple educational stakeholders. Educational administrators may use the evidence to justify sustained investment in instructional

coaching as a cost-effective professional development strategy linked to measurable instructional improvement. Teacher education institutions may interpret the results as an indication that feedback literacy, pedagogical communication, and language proficiency require explicit and integrated preparation within pre-service programs. Policymakers may view the study as empirical support for embedding coaching-based professional development within regional or national education reform initiatives aimed at strengthening assessment quality and improving student learning outcomes in English language education.

Conclusion

The findings of this study indicate that instructional coaching significantly enhanced English teachers' ability to provide effective feedback in West Aceh. Drawing on data from 50 teachers across 25 schools, the results demonstrate that instructional coaching functions as a practical and scalable intervention capable of improving teaching quality, particularly in low resource educational contexts. By strengthening teachers' feedback practices, instructional coaching supports more responsive and learner centered instruction, which is essential for improving classroom based assessment and student engagement.

Furthermore, this research contributes to the advancement of English language teaching in West Aceh by identifying critical gaps in existing pedagogical practices, especially in the area of effective feedback that has not been sufficiently addressed in many teacher training programs. The study highlights the potential of instructional coaching to empower teachers with the skills and confidence needed to deliver holistic and constructive feedback that supports students' academic, social, and cognitive development. In doing so, it underscores the value of sustained professional support as a means of fostering continuous improvement in English language education across the region.

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