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RESEARCH ARTICLE

Enhancing English Language Literacy Through In-Service Teacher Training: A Literature Review

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ABSTRACT

This literature review examined the relationship between in-service teacher training and English language literacy in public primary schools through the lens of an instructional supervision, coaching and mentoring models. The review aimed to synthesize theoretical and empirical evidence regarding the contribution of teacher professional development to pupils' English language literacy outcomes and to explore the potential of instructional supervision, coaching and mentoring models as sustainable approaches to improving classroom practice. Relevant literature was identified from international, African, and Tanzanian contexts, focusing on in-service teacher training, English language literacy, instructional supervision, coaching and mentoring models, and teacher professional development. The review was guided by Glickman Instructional Supervision, Knight's Partnership Principles of Instructional Coaching, Kram Instructional Mentoring and Guskey's Model of Teacher Professional Development and Student Outcomes. Findings indicate that effective in-service teacher training enhances teachers' pedagogical knowledge, instructional competence, and confidence in delivering English language instruction. However, conventional workshop-based training lacks follow-up support, limiting its influence on classroom practices and learners' literacy achievement. Evidence further suggests that instructional supervision model characterised by classroom observation, feedback and professional support ensure teachers can be able to apply appropriate pedagogical strategies, reading comprehension and discussing challenges hindering English language literacy based on their classes and finding alternatives to solve with the supervisor; while instructional coaching, characterized by collaboration, reflection, modelling, and continuous feedback, strengthens the transfer of professional learning into classroom implementation and instructional mentoring, characterised by sharing both classroom and pedagogical skills and experience, strengthens teacher's identity and reduces instructional anxiety. Despite growing international evidence, limited studies in Tanzania have explicitly examined the relationship between in-service teacher training and English language literacy using an instructional supervision, coaching and mentoring perspectives. The review identifies conceptual, methodological, and contextual gaps that justify further investigation within Tanzanian public primary schools. It is concluded that integrating instructional supervision, coaching and mentoring into in-service teacher development programmes may contribute to improved English language literacy outcomes by promoting sustained professional learning and effective instructional practices.

Keywords: In-service teacher training; instructional supervision; coaching; mentoring; English language literacy; professional development; public primary schools; Tanzania

INTRODUCTION

This paper is a review of theoretical and empirical

literature related to the relationship between in-service teacher training and English language literacy in public primary schools within the framework of an instructional supervision, coaching and mentoring models. The review is based on the premise that teachers play a critical role in shaping pupils' literacy outcomes, and that the quality of teachers' instructional practices is influenced by the nature and effectiveness of professional development opportunities they receive. In-service teacher training has increasingly been recognized as an important strategy for enhancing teachers' pedagogical competencies, updating their content knowledge, and equipping them with skills necessary to address changing educational demands (Desimone & Garet, 2015; Darling-Hammond et al., 2017). Consequently, sustained professional development initiatives have become central to educational reforms aimed at improving learner achievement.

English language literacy remains a fundamental educational outcome in primary education because it influences pupils' ability to access the curriculum, communicate effectively, and develop higher-order thinking skills. However, evidence from many developing countries, including Tanzania, suggests that a considerable proportion of primary school pupils continue to demonstrate low levels of literacy proficiency in English, despite ongoing efforts to improve educational quality (Qoro, 2010, Ndabakurane, 2020, Uwezo, 2021; MoEST, 2023). The persistence of poor literacy outcomes has prompted increased attention to factors related to teaching quality, particularly the adequacy and effectiveness of teacher professional development programmes.

Previous studies have demonstrated that in-service teacher training can contribute positively to teachers' instructional practices and learners' academic achievement when it is continuous, context-specific, and linked to classroom realities (Guskey, 2002; Yoon et al., 2007; Mtana, 2023; Sane, et.al. 2024). Nevertheless, concerns have been raised regarding the limited transfer of training into classroom practice, especially when professional development programmes rely predominantly on short-term workshops with inadequate follow-up support (Avalos, 2011; Darling-Hammond et al., 2017). In response to these concerns, instructional supervision as a suggesting model of classroom practice stressing on continuous guidance, classroom monitoring and demonstration so as to ensure effectively teaching

practise (Ndabakurane, 2020: Sane et.al.2024). However, instructional coaching has emerged as a promising model of professional learning that emphasizes classroom-based support, collaboration, reflection, and ongoing feedback aimed at improving teaching effectiveness (Knight, 2018). Instructional mentoring as a favourable model of sustaining English literacy teaching competence which underscore teacher's confidence and identity, encouraging reflective teaching practices and providing emotional supports from peer skilled and experience teachers. By integrating instructional supervision, instructional coaching and instructional mentoring models teachers receive individualized guidance which can facilitate the application of newly acquired knowledge and skills to improve learners' literacy experiences and English language literacy outcomes.

Despite the growing emphasis on teacher professional development and literacy improvement initiatives, empirical evidence on the relationship between in-service teacher training and English language literacy within the context of instructional supervision, instructional coaching and instructional mentoring models remain limited, particularly in public primary schools in Tanzania. Existing studies have examined teacher training and learner outcomes independently, with relatively little attention given to the mechanisms through which professional development translates into improved literacy outcomes. Therefore, reviewing the available literature is necessary to establish the current state of knowledge, identify existing gaps, and provide a conceptual and empirical foundation for the present study.

Accordingly, this chapter is organized into five sections. The first section examines the concept of in-service teacher training in primary education. The second section reviews literature on English language literacy in public primary schools. The third section discusses the relationship between in-service teacher training and English language literacy. The fourth section explores instructional supervision, instructional coaching and instructional mentoring models as models of professional development for enhancing literacy instruction. The final section synthesizes empirical studies related to the study variables and identifies the research gap addressed by the current study.

LITERATURE REVIEW

In-service Teacher Training in Primary Education

In-service teacher training refers to organized learning opportunities provided to practicing teachers with the aim of enhancing their professional knowledge, pedagogical skills, instructional competencies, and attitudes required for effective teaching and learning processes. Unlike pre-service education, which prepares individuals before entering the teaching profession, in-service training focuses on supporting teachers throughout their careers by enabling them to respond to emerging educational needs, curriculum changes, technological advancements, and diverse learner needs (Avalos, 2011). It is increasingly recognized as a crucial mechanism for improving the quality of education because teachers' competencies directly influence learners' academic achievement and overall educational outcomes (Darling-Hammond et al., 2017).

The primary purpose of in-service teacher training is to improve teachers' professional effectiveness by strengthening their content knowledge, pedagogical practices, classroom management skills, assessment techniques, and reflective capacities. Guskey (2002) argues that effective professional development enhances teachers' knowledge and skills, which subsequently influence classroom practices and ultimately improve student learning outcomes. In the context of primary education, in-service training plays an important role in helping teachers adapt to curriculum reforms, implement learner-centred pedagogies, and address challenges associated with multilingual and resource-constrained learning environments (OECD, 2019).

In-service teacher training takes various forms depending on educational contexts and intended objectives. Common approaches include workshops, seminars, conferences, peer learning activities, supervision, mentoring, coaching, professional learning communities, school-based training programmes, and distance learning initiatives (Desimone & Garet, 2015). However, studies suggest that short-term workshops conducted outside school settings have limited impact on classroom practice due to inadequate follow-up support and insufficient opportunities for teachers to apply newly acquired knowledge within their instructional contexts (Avalos, 2011; Sane et al. 2024). Consequently, there has been growing advocacy for job-embedded professional development approaches that provide continuous support to teachers within their workplaces.

Within the field of English language instruction, in-

service teacher training is particularly important because language teaching requires teachers to possess both strong content knowledge and specialized pedagogical skills. Teachers need competencies related to language acquisition processes, literacy development, differentiated instruction, assessment of language skills, and the effective use of instructional resources to support learners with varying levels of proficiency (Richards & Farrell, 2005). Professional development programmes targeting English language teachers therefore seek to improve their capacity to teach reading, writing, speaking, listening, vocabulary, and comprehension skills effectively.

In many developing countries, including Tanzania, governments and development partners have increasingly invested in in-service teacher training initiatives to address concerns regarding learners' low literacy achievement. Such programmes are intended to strengthen teachers' instructional practices and improve the quality of classroom interactions. Nevertheless, questions remain regarding the extent to which these training initiatives translate into meaningful improvements in pupils' literacy outcomes, particularly when training programmes are not accompanied by sustained instructional support mechanisms. This concern has contributed to growing interest in instructional coaching models that extend professional learning beyond one-time training events and facilitate the transfer of knowledge into classroom practice.

Overall, the literature suggests that while in-service teacher training remains an essential strategy for enhancing teachers' professional competencies, its effectiveness depends on factors such as relevance of training content, duration and intensity of programmes, opportunities for practice and reflection, and the availability of continuous support structures. Understanding the nature of in-service teacher training is therefore fundamental to examining its relationship with English language literacy outcomes among pupils in public primary schools.

English Language Literacy in Public Primary Schools

English language literacy refers to the ability of learners to effectively use the English language for communication and academic purposes through the integrated skills of listening, speaking, reading, and writing. Literacy extends beyond the basic ability to decode written symbols and encompasses the capacity to comprehend, interpret, analyze, and produce

meaningful texts within specific social and educational contexts (UNESCO, 2017). In primary education, English language literacy serves as a foundational competency that supports learners' cognitive development and facilitates access to knowledge across different subject areas.

The concept of literacy has evolved over time from traditional notions emphasizing reading and writing to broader perspectives that recognize literacy as a multidimensional and socially situated practice. According to UNESCO (2023), literacy involves identifying, understanding, interpreting, creating, communicating, and computing using printed and written materials associated with diverse contexts. In English language education, literacy development requires learners to acquire receptive skills, such as listening and reading, as well as productive skills, including speaking and writing, in ways that enable effective participation in academic and everyday activities.

Several dimensions characterize English language literacy among primary school pupils. Reading literacy involves the ability to decode texts accurately, read fluently, and construct meaning from written materials. Reading comprehension, in particular, enables learners to identify main ideas, make inferences, interpret information, and critically engage with texts (Snow, 2002; Qorro, 2013; Sane et al., 2024). Writing literacy refers to learners' ability to communicate ideas coherently through written language using appropriate vocabulary, grammar, punctuation, and organizational structures. Speaking literacy encompasses the capacity to express thoughts clearly and interact effectively using oral language, while listening literacy involves understanding spoken messages and responding appropriately in different communicative situations (Richards & Schmidt, 2010). The development of these dimensions contributes to learners' overall language proficiency and academic success.

English language literacy is especially important within public primary schools because it provides the basis for subsequent learning experiences and educational progression. In Tanzania, English functions as a subject at the primary school level and becomes the medium of instruction in secondary education. Consequently, pupils who fail to acquire adequate English literacy skills during primary education may encounter difficulties in understanding instructional content and participating effectively in classroom activities at higher levels of education (Wedgwood et al., 2022). Furthermore,

English literacy skills enhance learners' opportunities to access information, engage in lifelong learning, and participate in increasingly interconnected global environments.

Despite its importance, evidence indicates that many primary school pupils continue to experience difficulties in acquiring adequate English language literacy competencies. Studies conducted in sub-Saharan Africa have consistently reported low levels of reading comprehension, vocabulary acquisition, and writing proficiency among learners, often attributed to factors related to instructional quality, limited exposure to English outside school settings, and shortages of appropriate teaching and learning materials (Piper et al., 2018). In Tanzania, national assessments and learning achievement surveys have highlighted concerns regarding pupils' performance in English language subjects, raising questions about the effectiveness of existing instructional approaches and teacher support systems (Uwezo, 2021).

The development of English language literacy is influenced by multiple factors operating at learner, teacher, school, and system levels. Learner-related factors include motivation, prior language experiences, and opportunities for practice. However, teacher-related factors are frequently identified as among the most significant determinants of literacy achievement. Teachers' content knowledge, pedagogical competencies, instructional strategies, assessment practices, and ability to create supportive learning environments substantially shape learners' literacy experiences and outcomes (Darling-Hammond, 2000). Similarly, school factors such as class size, availability of instructional resources, leadership support, and professional development opportunities may either facilitate or constrain effective literacy instruction.

Given the central role of teachers in promoting literacy development, increasing attention has been directed toward professional development interventions that strengthen teachers' capacity to deliver high-quality English language instruction. In-service teacher training, particularly when supported through instructional coaching and other school-based professional learning approaches, has the potential to improve teachers' instructional practices and consequently enhance pupils' English language literacy outcomes. Understanding the nature and dimensions of English language literacy is therefore essential for examining how teacher professional development initiatives contribute to improving literacy achievement

in public primary schools.

The Relationship between In-service Teacher Training and English Language Literacy

The relationship between in-service teacher training and learners' literacy outcomes has increasingly attracted scholarly attention due to the recognition that teachers constitute one of the most important school-based determinants of pupils' academic achievement. Effective teaching requires teachers to possess adequate subject matter knowledge, pedagogical competencies, and the ability to employ instructional strategies that address learners' diverse educational needs. In-service teacher training seeks to strengthen these competencies by providing continuous opportunities for professional learning and instructional improvement throughout teachers' careers (Darling-Hammond et al., 2017). Within the context of English language education, such training is expected to enhance teachers' capacity to facilitate literacy development through effective classroom practices.

Theoretically, the relationship between teacher professional development and learners' achievement can be explained through models suggesting that improvements in teacher knowledge and instructional practices ultimately influence student outcomes. Guskey's (2002) model of teacher change posits that professional development initiatives first affect teachers' classroom practices, which then contribute to improved learner performance. Similarly, Desimone (2009) argues that effective professional development enhances teachers' knowledge, skills, beliefs, and attitudes, leading to changes in instructional practices that positively influence students' learning experiences and achievement. These perspectives imply that the impact of in-service teacher training on English language literacy is often mediated through the quality of instruction that learners receive.

In the area of English language teaching, in-service teacher training contributes to the enhancement of teachers' pedagogical content knowledge by exposing them to evidence-based instructional approaches for teaching reading, writing, speaking, listening, vocabulary, and comprehension skills. Through professional development activities, teachers may acquire competencies related to phonemic awareness instruction, guided reading, differentiated teaching, formative assessment, and the use of interactive learning strategies that promote literacy acquisition (Richards & Farrell, 2005). Consequently, pupils taught by well-trained teachers are more likely to benefit from

engaging and effective literacy instruction.

Empirical studies have generally reported positive associations between teacher professional development and learners' academic outcomes. Yoon et al. (2007), in a review of experimental studies conducted in the United States, found that teacher professional development programmes that were sustained and intensive contributed significantly to improvements in student achievement. Similarly, Darling-Hammond et al. (2017) concluded that effective professional development characterized by active learning, collaboration, coaching, and content focus enhances teachers' instructional effectiveness and positively influences learner outcomes. These findings suggest that the quality and design of in-service training are critical determinants of its effectiveness.

Evidence from literacy-focused interventions also demonstrates the importance of teacher professional development in improving reading and language outcomes among primary school pupils. Piper et al. (2018), studying literacy programmes in Kenya and other low-income contexts, observed that teacher training accompanied by instructional support contributed to gains in learners' reading proficiency. Likewise, Sailors et al. (2014) reported that professional development initiatives emphasizing classroom application of literacy instructional strategies improved both teachers' instructional practices and learners' reading achievement. These findings underscore the importance of equipping teachers with practical competencies that directly address literacy instruction. Despite the positive relationship identified in many studies, evidence also suggests that in-service teacher training does not automatically translate into improved learner outcomes. One of the major criticisms concerns the predominance of short-term, workshop-based approaches that often lack follow-up support and opportunities for classroom implementation (Avalos, 2011). Teachers may acquire theoretical knowledge during training sessions but encounter challenges when attempting to integrate new practices into their everyday teaching environments. As a result, the expected improvements in pupils' literacy achievement may not materialize. This limitation has prompted scholars to advocate for job-embedded models of professional development that provide continuous support to teachers.

Instructional supervision has introduced as an approach that can improve teaching practices effectively when it is conducted in a supportive

environment hence achieve learner outcomes. By associating regular feedback from school leaders, classroom management, appropriate pedagogical strategies, professional support and learner's engagement, instructional supervision ensures the improvement in learners' literacy outcomes (Glickman, 2028; Ndabakurane, 2020). However, the instructional coaching has emerged as one such approach capable of strengthening the relationship between teacher training and learner outcomes. By incorporating classroom observation, modelling of instructional practices, feedback provision, and reflective dialogue, instructional coaching facilitates the transfer of professional learning into classroom practice (Knight, 2018). Instructional mentoring has occurred as an approach that provides both continuous psychological and professional supports to teachers so as to ensure long term instructional competence (Kram 1985: Ndabakurane, 2020: Barrett et.al. 2024). Through ongoing supports, teachers are better positioned to implement evidence-based literacy instructional strategies consistently and effectively. Consequently, instructional coaching may serve as an important mechanism through which the benefits of in-service teacher training are translated into improved English language literacy among primary school pupils.

Within the Tanzanian context, although substantial investments have been made in teacher professional development initiatives, relatively few studies have examined the direct relationship between in-service teacher training and English language literacy outcomes in public primary schools. Existing research has focused either on teacher training experiences or learners' literacy achievement independently, with limited attention to the pathways linking the two. Furthermore, the role of instructional supervision, instructional coaching and instructional mentoring as a supportive mechanism for enhancing the effectiveness of in-service training remains underexplored. Addressing this gap is important for informing educational policies and professional development practices aimed at improving English language literacy among primary school learners.

Overall, the reviewed literature suggests that in-service teacher training has the potential to enhance English language literacy by improving teachers' instructional knowledge and classroom practices. However, the extent of this contribution depends on the nature, duration, and quality of professional development programmes, as well as the availability of ongoing

support systems that facilitate the application of acquired competencies within classroom settings. Understanding this relationship provides an important basis for examining the role of instructional supervision, coaching and mentoring in strengthening literacy outcomes in public primary schools.

Instructional Supervision as a Professional Development Model

The instructional supervision has occurred as a developmental method in to instructional leadership and professional development intended to improve supervision process as continuous, collaborative and professional development. Unlike traditional supervision that was based on inspection instead of support the approach aimed at providing professional support and regular feedback so as to improve teaching practices (Glickman, 2018; Zepeda, 2021). The model is grounded in the belief that teachers differ in terms of experience, competences, skills, commitment and instructional needs.

The approach has several cycles and learning process intended to provide continuous reflective practice and iterative improvement through pre observation planning, classroom observation, data analysis and interpretation, feedback, instructional improvement planning and finally follow up support (Zepeda, 2021: Knight, 2022). This cyclical process enables teachers to refine their practices continuously while receiving ongoing support and monitoring.

Empirical evidence suggests that instructional supervision contributes positively to teachers' professional growth, teaching practices and learners' academic outcomes. Sane, et.al 2024 in their work insisted that instructional supervision can function as an effectively and efficiency professional developmental mechanism for teachers involved in English language literacy instruction. Sane and his colleagues insisted on progressive teachers' supports, language sensitive pedagogy and classroom professional learning in improving English literacy outcomes.

Similarly, Ndabakurane (2024) suggested that literacy outcomes can be improved when teachers receive structured instructional guidance in teaching practices and professional development. His study, he insisted that vocabulary acquisition and reading comprehension can be acquired once the instructional practices are effectively supported and monitored.

Instructional Coaching as a Professional Development Model

Instructional coaching has emerged as a promising

model of professional development designed to enhance teachers' instructional practices through sustained, collaborative, and job-embedded support. Unlike traditional professional development approaches that rely on one-off workshops or externally driven seminars, instructional coaching emphasizes ongoing partnerships between teachers and coaches aimed at improving classroom instruction and promoting learner achievement (Knight, 2007). The model is grounded in the belief that meaningful changes in teaching practice are more likely to occur when teachers receive individualized support within their authentic teaching contexts.

The concept of instructional coaching refers to a form of professional learning in which a trained coach works collaboratively with teachers to identify instructional goals, implement effective teaching strategies, reflect on classroom practices, and monitor learners' progress (Aguilar, 2013). Instructional coaches do not function as supervisors or evaluators; rather, they serve as facilitators of professional growth by supporting teachers in addressing instructional challenges and enhancing their effectiveness. Knight (2018) defines instructional coaching as a partnership approach that respects teachers as capable professionals who actively participate in decision-making regarding their professional learning.

Several principles underpin instructional coaching. First, coaching is characterized by partnership, whereby coaches and teachers engage in collaborative relationships based on mutual respect and shared responsibility for improving teaching and learning. Second, instructional coaching promotes teacher autonomy by recognizing teachers as active agents in their professional development rather than passive recipients of externally imposed solutions. Third, coaching is context-specific because it is embedded within teachers' day-to-day instructional environments, allowing professional learning to address actual classroom needs. Finally, instructional coaching emphasizes reflection and continuous improvement through regular feedback, dialogue, and evidence-informed decision-making (Knight, 2007; Aguilar, 2013). Instructional coaching typically follows a systematic process involving several interrelated stages. According to Knight's (2018) Impact Cycle, coaching begins with goal setting, during which teachers and coaches identify instructional priorities based on learners' needs. The second phase focuses on learning and implementation, where teachers are introduced to

research-based instructional practices through modelling, demonstration lessons, co-planning, and collaborative problem-solving. The final stage involves improvement through observation, reflection, and evaluation of learners' progress. This cyclical process enables teachers to refine their practices continuously while receiving ongoing support.

Within the context of English language teaching, instructional coaching provides opportunities for teachers to strengthen their pedagogical content knowledge and enhance the quality of literacy instruction. Coaches may support teachers in implementing effective strategies for teaching reading comprehension, vocabulary development, phonemic awareness, writing skills, and oral communication. Additionally, coaching can facilitate the use of learner-centred instructional approaches that actively engage pupils in literacy activities and provide differentiated support based on learners' varying needs (Richards & Farrell, 2005). Through classroom observations and reflective discussions, teachers receive practical guidance on improving instructional delivery and promoting literacy development.

Empirical evidence suggests that instructional coaching contributes positively to teachers' professional growth and learners' academic outcomes. Kraft, Blazar, and Hogan (2018), in a meta-analysis of instructional coaching programmes, found that coaching had substantial positive effects on teachers' instructional practices and moderate effects on student achievement. Similarly, Campbell and Malkus (2011) reported that sustained coaching support enhanced teachers' implementation of effective literacy instructional practices. These findings indicate that coaching provides an effective bridge between professional development and classroom application. Studies conducted in literacy education have further demonstrated the value of instructional coaching in improving learners' literacy outcomes. Sailors and Price (2015) found that literacy coaching strengthened teachers' instructional competencies and contributed to improvements in pupils' reading achievement. Likewise, Bean et al. (2010) noted that coaching interventions supported teachers in adopting evidence-based literacy practices and fostered professional collaboration within schools. The effectiveness of instructional coaching appears to be particularly pronounced when coaching relationships are sustained over time and integrated into broader school improvement initiatives.

Despite its potential benefits, the successful implementation of instructional coaching depends on several enabling conditions. These include the availability of trained coaches, supportive school leadership, adequate time for coaching activities, positive teacher attitudes toward professional learning, and access to relevant instructional resources (Mangin & Dunsmore, 2015). In resource-constrained educational settings, challenges such as heavy workloads, limited funding, and shortages of skilled personnel may hinder the effective institutionalization of coaching programmes. Consequently, educational systems seeking to adopt instructional coaching must consider contextual factors that influence implementation fidelity and sustainability.

In Tanzania, professional development initiatives have traditionally relied on centralized workshops and cascade training models. Although these approaches have contributed to disseminating educational reforms, concerns have been raised regarding their limited impact on classroom practices due to inadequate follow-up support. Instructional coaching offers a potentially valuable alternative by embedding professional learning within schools and promoting continuous improvement through collaborative engagement. However, empirical evidence regarding the application and effectiveness of instructional coaching in Tanzanian public primary schools remains limited, particularly in relation to English language literacy instruction.

Overall, instructional coaching represents an important shift from episodic professional development toward sustained, context-responsive teacher learning. By emphasizing collaboration, reflection, classroom application, and continuous support, instructional coaching has the potential to strengthen the effectiveness of in-service teacher training and improve English language teaching practices. Consequently, examining instructional coaching as a professional development model is essential for understanding its potential contribution to enhancing pupils' English language literacy achievement in public primary schools.

Theoretical Perspectives Underpinning In-service Teacher Training and Instructional Coaching

This study is guided by Guskey's Model of Teacher Professional Development and Student Outcomes (Guskey, 2002) and Knight's Partnership Principles of Instructional Coaching (Knight, 2007). The two frameworks provide complementary explanations

regarding the processes through which in-service teacher training and instructional coaching contribute to improvements in English language literacy among pupils in public primary schools.

Guskey's model of teacher professional development and student outcomes

Guskey (2002) proposed a model suggesting that effective professional development influences student achievement through a sequence of interconnected changes. According to the model, teachers participate in professional development activities that lead to modifications in classroom practices, resulting in improvements in student learning outcomes. Positive changes in student outcomes subsequently reinforce teachers' beliefs and attitudes toward the newly adopted practices.

The model challenges the assumption that changes in teachers' attitudes automatically precede changes in instructional practices. Instead, Guskey argues that teachers are more likely to sustain new teaching approaches when they observe tangible improvements in learners' performance. Thus, the effectiveness of in-service teacher training should ultimately be assessed based on its contribution to enhanced student learning. In the context of the present study, the model suggests that in-service teacher training aimed at strengthening English language teaching competencies may improve teachers' instructional practices, which in turn may contribute to enhanced English language literacy among pupils. The model therefore provides a useful framework for understanding the relationship between teacher professional development and learners' literacy outcomes.

Knight's partnership principles of instructional supervision

Knight (2022) developed the Partnership Principles of Coaching that can be also applied in Instructional Supervision to provide another choice method to support teachers. He stressed that an instruction improvement happen when school leaders (supervisor) and teachers work as a partners instead of top - down supervision. The principles of instructional supervision include equality, choice, dialogue, voice, reflection, praxis and reciprocity.

According to Knight the traditional instructional supervision practices in Tanzania have been by characterised by inspection and authority whereby teachers perceive classroom observations as an assessment exercises intended in identifying weakness of a teacher during teaching and learning process. As a

result, teachers perceive negatively which lead to anxiety and resistances. Knight's principle of equality provided solutions of this challenge by creating a climate of trust between school leaders (supervisors) and teachers. Once supervisors engage classroom teachers as professional equals, teachers feel respected and being able to participate in discussing challenges related to English language instruction.

However, the implementation of equality within the Tanzanian primary schools can be proved challenging because many school administrators remain basically in hierarchy since the head teachers and ward education officers are seen as the authority figures rather than being supportive figures. Hence, supervision practices needs substantial transformation of minds. The principle of choices indicates that teachers should be given a chance to identifying and selecting areas that requiring support so as to enhance the intended instructional supervision. In the context of voice according to Knight's principles, shown that it is a forum when teachers and supervisor meet to discuss the challenging matters and come up with solutions, thus the head teacher (supervisor) is expected to recognise teacher's experience and perspectives due to the important knowledge of English language literacy classes.

Furthermore, dialogue and professional learning enables the supervisors and teachers to describe pupils assessments data, identifying literacy gaps and find evidence of instructional strategies. Final, reflection and continuous improvement to classroom teachers is based on possessing enough time, analytical skills and professional enquiry. This helps to encourage them to evaluating and make instructional decisions.

The two theoretical perspectives complement each other in explaining the proposed relationships investigated in this study. Guskey's model provides the outcome-oriented pathway linking teacher professional development to pupils' literacy achievement, whereas Knight's framework explains the collaborative processes through which instructional supervision supports teachers growth and enhances English Language literacy outcomes. Together, these perspectives suggest that the effectiveness of in-service teacher training in improving English language literacy may depend not only on the quality of training provided but also on the availability of continuous instructional support that enables teachers to apply newly acquired knowledge and skills effectively (Knight, 2022; MoEST, 2023).

Knight's partnership principles of instructional coaching

Knight (2007) developed the Partnership Principles as a foundation for instructional coaching practices. The model emphasizes collaboration between coaches and teachers through relationships characterized by equality, choice, voice, dialogue, reflection, praxis, and reciprocity. Rather than positioning teachers as passive recipients of expert knowledge, instructional coaching views them as active participants in identifying instructional challenges and developing solutions.

According to Knight, instructional coaching facilitates professional growth by providing individualized support that is embedded within teachers' daily work contexts. Through classroom observations, modelling, feedback, and reflective discussions, coaches assist teachers in translating professional learning into effective instructional practices.

Within this study, Knight's framework explains how instructional coaching may strengthen the effectiveness of in-service teacher training by supporting teachers in implementing evidence-based English language instructional strategies. The partnership approach may enhance teachers' confidence, encourage reflective practice, and promote sustained improvements in classroom instruction, thereby contributing to better literacy outcomes among pupils.

The two theoretical perspectives complement each other in explaining the proposed relationships investigated in this study. Guskey's model provides the outcome-oriented pathway linking teacher professional development to pupils' literacy achievement, whereas Knight's framework explains the collaborative processes through which instructional coaching supports the transfer of professional learning into classroom practice. Together, these perspectives suggest that the effectiveness of in-service teacher training in improving English language literacy may depend not only on the quality of training provided but also on the availability of continuous instructional support that enables teachers to apply newly acquired knowledge and skills effectively.

Empirical Review and Research Gap

Empirical evidence from different contexts suggests that in-service teacher training can positively influence teachers' instructional practices and learners' academic outcomes. However, the effectiveness of professional development initiatives depends on their design, duration, relevance to teachers' needs, and the extent to which they provide opportunities for classroom

application and ongoing support. The following review synthesizes studies conducted in international, African, and Tanzanian contexts to establish what is currently known regarding the relationship between in-service teacher training, instructional supervision, instructional coaching, instructional mentoring and English language literacy outcomes.

The reviewed literature demonstrates growing recognition of the importance of teacher professional development in enhancing instructional quality and improving learners' academic achievement. International studies provide evidence that sustained professional development and instructional coaching can positively influence teaching practices and student outcomes. African studies similarly emphasize the value of combining teacher training with continuous instructional support to strengthen literacy instruction.

However, several gaps emerge from the reviewed studies. Conceptually, many studies have examined teacher professional development, instructional supervision, instructional coaching, and instructional mentoring and literacy achievement as separate phenomena, with limited attention to how instructional supervision, coaching, mentoring may strengthen the relationship between in-service teacher training and English language literacy outcomes. But also, others do not fully integrate instructional supervision, coaching, and mentoring as unified frameworks for improving English literacy outcomes. Methodologically, a substantial proportion of previous studies have relied on experimental and quantitative approaches, offering limited insights into how teachers experience and apply professional learning within their specific school contexts. Contextually, much of the existing evidence originates from developed countries or programme-specific interventions implemented outside Tanzania, thereby limiting understanding of these relationships within Tanzanian public primary schools.

Furthermore, although studies conducted in Tanzania have explored teacher professional development and learners' literacy performance independently, there remains a paucity of empirical evidence examining the relationship between in-service teacher training and English language literacy through the lens of instructional supervision, coaching and mentoring. Therefore, the present study seeks to address these conceptual, methodological, and contextual gaps by examining how in-service teacher training relates to English language literacy in public primary schools and by developing an instructional supervision, coaching

and mentoring models that may enhance literacy outcomes among pupils.

CONCLUSION AND RECOMMENDATIONS

The systematic literature review concludes that in-service teacher training has a measurable impact on improving English literacy among Standard One learner in Tanzanian public primary schools, but its effectiveness is constrained by contextual and resource-related challenges. This was supported by the study of Msamba et.al. (2023) & Ndabakurane, (2023) as they suggested that teachers who undergo structured training demonstrate enhanced competence in phonics, vocabulary, and reading comprehension instruction. However, there is an insufficient empirical study of the relationship between the in-service teachers' training and English language literacy outcomes among the standard one pupils. The conclusion insists on progressive in service training in English Literacy for teachers to be more effective instead of irregular seminar and workshops in association with monitoring, peer collaboration and regular feedback.

The systematic literature review provided Policy recommendations such as: English language literacy programs should align with monitoring and evaluation mechanisms to assess training outcomes and ensure accountability. Second, the school administrators should be involved in English language literacy training to be able to monitor the implementation and providing institutional support to Standard One English teachers. Regular classroom observation and learners assessment monitoring can enhance teachers' pedagogical competence and interactive teaching strategies. Third, school administration should provide motivations and recognition to English teachers who have high performance to their pupils after being assessed. Fourth, the review recommends that the adequate mentoring and coaching should be applied in Primary schools to strengthening English teachers' capacity but also have constructive supervisory feedback to promote reflective practices and increase pupils outcomes.

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