

# Partnership and learner-led language learning processes: discovering language coaching



## GENERAL INFORMATION

**Trainer:** Ms Gabriella Kovács



**Number of participants:** 8–18 people

**Language:** English

### Highlights:

In this course participants will compare coaching and teaching practices in the language classroom to benefit both teachers and learners best. Activities each day will include debates, videos, articles, demonstrations, peer-work, small group discussions and outcome-oriented, mini projects to capture key learning points. Participants will focus on applying new perspectives and practical implementation in the classroom and rethinking planning routines for lessons.

## COURSE CONTENT

### Description:

The course will primarily identify when, why and how to coach in language classroom settings and help participants work with learners with a coaching mindset. Themes addressed will include a wide assortment of motivation- and empowerment-related items, exploring reasons for shifts in responsibilities and roles. Interaction through discussion and brainstorming sessions will be strongly encouraged. Emphasis will be on acquiring new skills and new insights into language classroom management with a creative, coaching approach. Activities will combine interactive theory, demonstrations, peer work, discussions, and feedback cycles led by an experienced teacher, communications trainer, facilitator, coach and teacher trainer.

### Aims and objectives:

- To learn how to use a how a coaching framework, ways to build motivation and engagement for learner through coaching techniques.
- To find and bring out potential in language learners who seem lost and lacking confidence in learning.
- To address most 'popular' excuses for learning and work with resistance

- To learn techniques for holding client responsible and accountable
- To enable learners to assemble their own, unique language learning strategies (short- and long-term)
- To empower teachers and learners in their respective roles and to work with goals and solution-orientedness.
- To decrease teacher workloads by learning to respond rather than react to learner challenges.

### Learning outcomes:

Participants will be able to look at lesson planning, in-class processes with a different focus and avoid the trap of 'telling and giving advice' as a go-to mechanism. All attending will perfect their professional dynamics through working in partnership with peers from the start. Stronger trust in learners and really relying on the creative self. You will have the toolkit to reframe the mindset of difficult learners. Participants will have acquired basic coaching competencies, thus deepening learning processes by the end of the course. You will be able to identify the best way you can offer support and development for your learners by understanding what they really need.

### Target group:

- Teachers who find traditional teaching activities miss the mark when it comes to learner support;
- Teachers who wish to create an inclusive, collaborative and co-creative learning; environment and are open to trying out new approaches in their practice;
- Teachers who wish to look at who their learners can be, not what they have been
- Teachers who are keen to view their learners holistically, not merely based on performance.

**Required language level of the participants:** English, B2–C1

**Duration:** 35 lessons, 7 days

### Readings, materials, learning resources and useful links:

- <https://eleducation.org/resources/coaching-for-change-student-centered-coaching>
- <https://www.youtube.com/c/InternationalLanguageCoachingAssociationILCA>
- <https://www.pavpub.com/pavilion-elt/a-comprehensive-language-coaching-handbook>
- <https://eltabbjournal.com/?s=coaching>



# Schedule\*



<b>MONDAY</b>	<ul style="list-style-type: none"> <li>• Get to know each other with trainers and the other participants and location of the course, warm up</li> <li>• <b>Discussions, theory:</b></li> <li>• Setting up a language learning environment for today</li> <li>• Reasons learner and teacher roles and responsibilities are transforming</li> <li>• Understanding learning-related methodologies and theories that support coaching in the language classroom</li> <li>• Overviewing differences between teaching, training, facilitation, therapy, coaching</li> <li>• Creating and maintaining an influential instructor presence without overbearing authority</li> <li>• <b>Practice:</b></li> <li>• Using coaching and teaching disciplines in combination</li> <li>• Holistic, learner-friendly approaches to language teaching (theories and practical implementation)</li> <li>• Demonstration of a short language coaching session, reflections</li> </ul>
<b>TUESDAY</b>	<ul style="list-style-type: none"> <li>• Analysis of a full coaching process</li> <li>• Core pillars of language coaching: goals, rapport, content, awareness</li> <li>• Ways to apply specific components of language coaching in the classroom</li> <li>• Core coaching skills: question types and active listening practice</li> <li>• Asking and giving feedback to develop skills for language learners and teachers alike</li> <li>• Language coaching in action: visual and kinesthetic LC tools</li> <li>• Mini coaching activities in practicetechniques.</li> </ul>
<b>WEDNESDAY</b>	<ul style="list-style-type: none"> <li>• Using books and written input with ease: who, when, how to support with language coaching</li> <li>• Coaching in specific situations: demotivation, intense emotional responses and low confidence</li> <li>• What makes a language learner successful? Increasing self-awareness, independence and self-esteem for engagement growth</li> <li>• Comparing language learning patterns and supporting awareness of it for learners</li> <li>• Categorising expectations of language learners and teachers with a coaching framework</li> <li>• Debate: the positive and negative patterns of language teacher instructions</li> <li>• Learning optimisation with reflective and awareness-raising practices</li> </ul>

<b>THURSDAY</b>	<ul style="list-style-type: none"> <li>• Ways to increase trust and rapport with language learners: more sympathy, more empathy?</li> <li>• A strengths-based approach with future-orientation</li> <li>• Building a coaching approach into existing syllabi: lesson planning with a coaching approach</li> <li>• Handling perfectionism in ourselves and learners</li> <li>• 'More grammar, more vocabulary': coaching the danger of deeply rooted reactions to low language learning success</li> <li>• Peer coaching activities with observations and reflections</li> <li>• Specific language coaching tools: when and how to implement</li> </ul>
<b>FRIDAY</b>	<ul style="list-style-type: none"> <li>• Further practice with extra coaching tools</li> <li>• Peer coaching and demonstrations</li> <li>• How to communicate about coaching to the class</li> <li>• Ethical considerations</li> <li>• Action plans</li> <li>• Reflection, Takeaways</li> </ul>
<b>SATURDAY</b>	<ul style="list-style-type: none"> <li>• Compulsory relationship building program, evaluation, handing over diplomas,</li> <li>• Closing of the course</li> </ul>

\* Notes:

- the schedule describes likely activities but may be modified in accordance with the requests and needs of the participants;
- presentations of the participants' schools may be divided up and take place after the breaks on each day of the course.

## ADDITIONAL INFORMATION

### Certificates awarded:

Certificate of Attendance, Europass certificate and/or Learning agreement complement

**Price:** EUR including course, Erasmus+ documentation and a cultural activity

**Location:**

**Date:**



**JUTAKI Kft. – Hungary Expert for Teachers and Students**  
 Mail: H-2040-Budaörs, Kisfaludy u. 18.  
 Tel: +36 30 231 2705 • Skype ID: krisztina-jutaki  
 E-mail: students@hungary-expert.com  
[www.hungary-expert.com](http://www.hungary-expert.com)

VAT nr: HU32346497  
 Licence Nr: U-000611  
 FAR reg nr: B/2020/006603  
 OID nr: E10016801