



Supporting Language Learners for Workplace Communication



15th January, 2022
ETAS Annual Conference



Workshop delivered by
Carrie McKinnon MEd /
Gabriella Kovács MA, PCC

COACHING

What is your perspective?

Background, related areas, definitions of coaching



COACHING DEFINITION / UNJUMBLE

Language coaching is...

- 1. effective international communication skills*
- 2. reach future-related goals*
- 3. a learner-led process*
- 4. while working towards*
- 5. in order to*
- 6. aimed at creating optimal target language acquisition*

DEFINITION

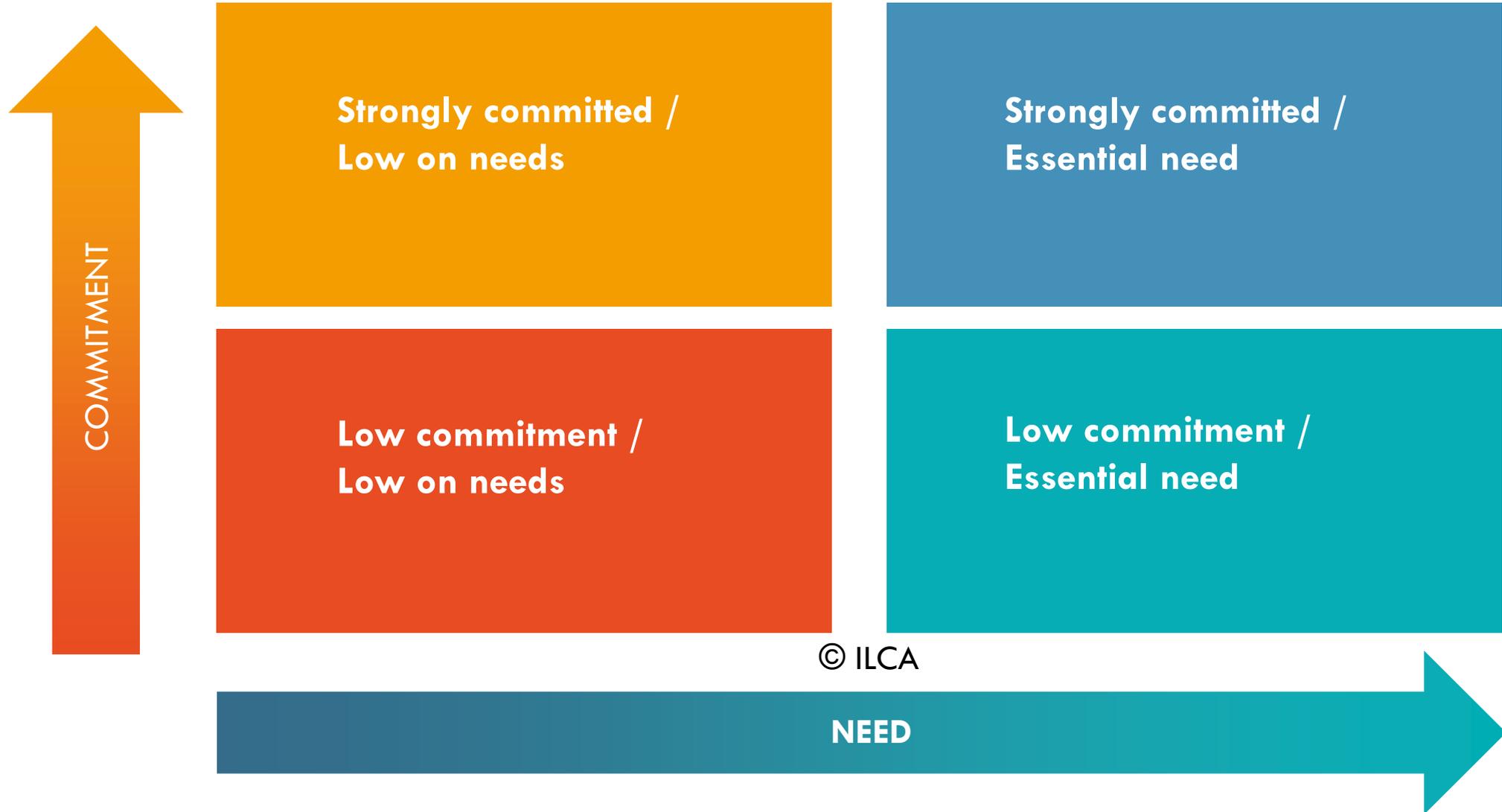
*Language coaching is a learner-led process aimed at creating **optimal target language acquisition** while working towards **effective international communication skills** in order to **reach future-related goals**.*

The framework is based on **strategies utilising intrinsic motivation and developing awareness**, where the coaching practice **develops and refines learning skills**. Both parties (coach and coachee) **share responsibility** for the process and its success equally, with coachees **taking ownership** for their own learning and development.

As a result of the process the coachee will learn to **gain control** of their language learning and target language communication processes for general or workplace purposes.



ADULT LEARNER TYPES

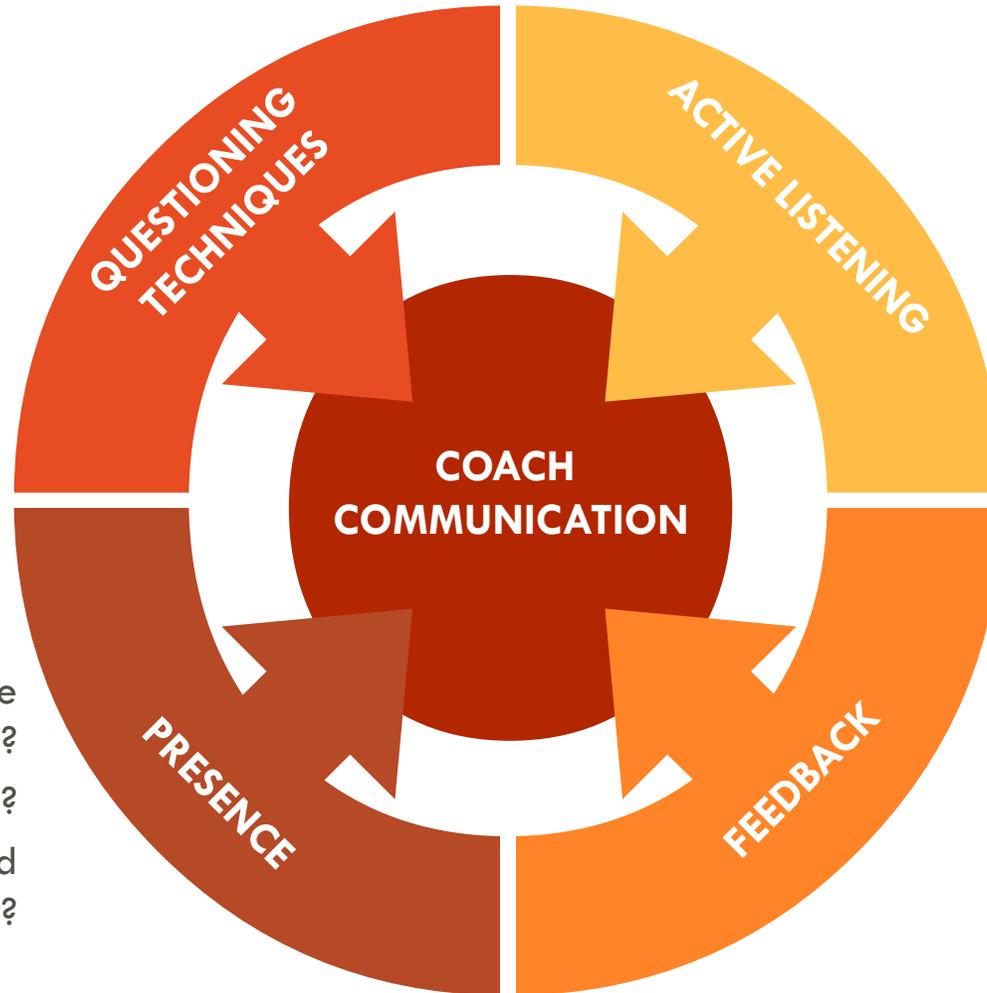


© ILCA

4 CORE COMMUNICATION ELEMENTS

What direction are we leading the thinking process we share?
What are we asking about: opening up or narrowing focus?
What makes a question open?

How do I stay present with the client in the session?
How do I maintain this focus all through?
In what ways do openness, flexibility and spontaneity appear?



Who and what are we paying attention to?
Am I handling what I hear in its entire context?
Am I hearing and seeing also?
Is my focus on the client or the topic?

Is it only me giving feedback?
What ways can I give feedback?
What counts as feedback in coaching?
(observations; not percentages or test results)

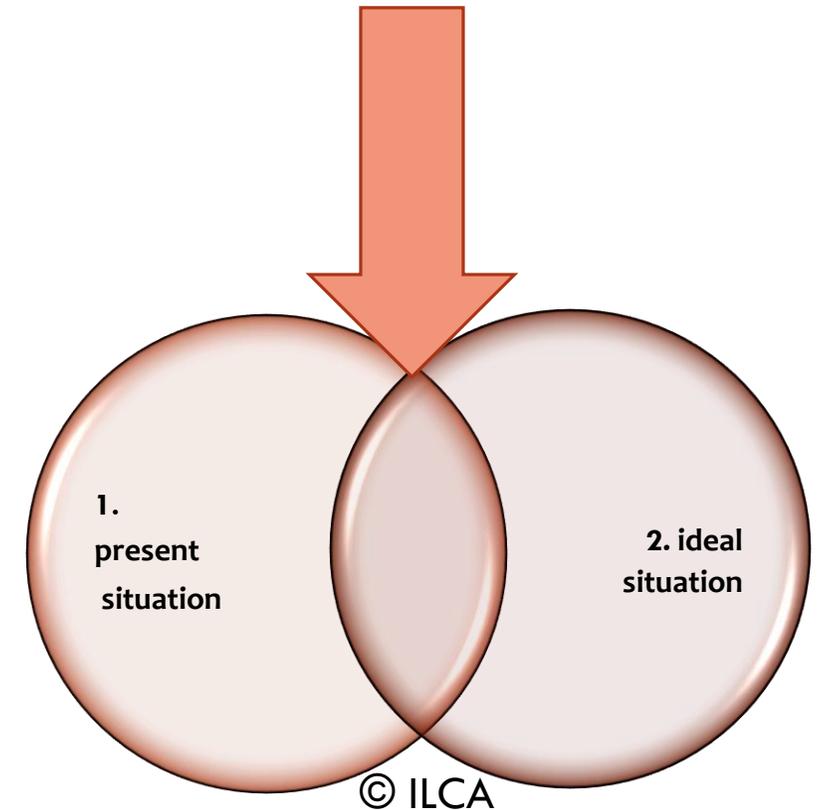
1. WORKING WITH COACHING QUESTIONS

To get the most out of working with a coaching approach, you can deep dive into the wonderful world of coaching question skills and get results in a relatively short period of time.



LASER-FOCUS COACHING QUESTIONS

1. Where is the focus for you?
2. How much of a challenge is this on a daily basis for you?
3. Can you describe when, how, why this challenge occurs?
4. Where would you like to get to now?
5. What is the first step you need to take to reach your goal?
6. What does accomplishing this mean to you?
7. Is there anyone you could turn to for support or ideas?
8. Who will notice that you have accomplished your goal?



ACTIVITY: CATEGORIZE THESE COACHING QUESTIONS

1. What are your thoughts concerning this topic right now?
2. Are you focused on what is not OK or what is going well?
3. Is there anything blocking you?
4. Is this goal pulling you forward or are you struggling to reach it?
5. Do you feel you are making progress or failing?
6. What is your dream come true with your English?
7. And if you could not reach that, what else would you do?
8. What is the price tag on not doing what you wish to achieve?
9. Have you made headway with similar challenges before?
10. What is the worst that can happen? ...Can you handle that?
11. What can YOU do to improve this situation?
12. What might make the difference that could change everything?



COACHING QUESTION CATEGORIES

Based on time: past, present or future focus

Goal-oriented, or focusing on the experiences so far

Negative or positive

Very YOU challenging

Assuming, imagining a scenario...



2. WORKING WITH A COACHING MODEL

In addition to using a coaching framework working with a specific coaching model can keep you on track , especially when starting out with new coaching skills.



GROW COACHING MODEL

(originates from Sir John Whitmore, 1992)



Useful if the goal is clear. Direct approach for deepening awareness, to explore a specific issue.

Goal – recognizing and defining goals / narrowing them down, using realistic definitions

Reality – Exploration of present situation from many perspectives

Options, opportunities / obstacles – mapping possibilities, planning

Will – making a decision, plans, first steps



Goal

What sort of result would you like by the end of today?

Do you have a specific goal?

Is there a reason why this is your goal?

What is your purpose with this goal?

How important is this goal?

Reality

What is typical of the situation at present?

How can you personally influence the results, stepping closer towards a solution?

What challenges had to be tackled up to now to get this far?

What impact might it have on others?



GROW Model

Options

What would you like instead of the current situation?

What do you need to take a step forward?

Can you assemble a list of options and solutions?

Is there anything else?

What would you try if you could?

When, how etc. will you take specific steps?

Who will know about this?

Who will notice you have embarked on this?

What obstacles need to be overcome?

What sort of support do you need for this?

How can I support you now?

How committed are you to taking this first step?

Will



3. WORKING WITH LANGUAGE COACHING TOOLS

In addition to using a coaching framework and various models like GROW etc. tools offer refreshing input in classes without adding external content to the process.



SWOT

	Helping you achieve goals	Obstacles in way of goals
Internal factors (your characteristics)	STRENGTHS	WEAKNESSES
External factors (environmental characteristics)	OPPORTUNITIES	THREATS

SCALING

On a scale of 1-10 ...

What is needed to move up a notch?

How important is this for you?

How urgent is it for you to accomplish this?



WORKING WITH PICTURES



WORKING WITH A TEXTBOOK

As a teacher, what would you do with this page? How would you teach it in class?

7 Modal question forms

Reading: Working from home

- 1 Work in pairs. Think of five things companies often do when they want to cut costs. Then tell the class your ideas.
- 2 Read about what happened at Acuity, an insurance company in Wisconsin, USA. Do you think their productivity fell or improved as a result? Why?

In the late 1990s Acuity wanted to cut costs. To save money, it closed and sold 12 of its 13 branch offices and told its employees that they had to work from home instead. Flexitime and telecommuting became part of the corporate culture. Employees who needed to travel received a company car, a lap top, a cell phone and pager and \$100 to buy audio books. The company paid for internet access and computer software but not for office space.



- 3 In fact productivity improved and Acuity has won many awards for being one of the best companies to work for in the US. Read about another company where employees do not work fixed hours. How is it similar to or different from the organization you work for?

Best Buy, the leading electronics retailer in the US, has a new way to manage its staff. It focuses on results and not on how long employees spend at work. Employees mustn't miss their targets but they can work when they want and where they want. The system seems to be working. Staff turnover is down and productivity is up by 35 per cent on average.

Listening: Changing times

- 4 1.27 Listen to Best Buy employees talking about the system. Are these statements true (T) or false (F)? Correct any ones which are wrong.

- 1 Everyone has targets that they need to meet.
- 2 Employees can only work from home if their manager agrees to it.
- 3 They have to attend important meetings.
- 4 They mustn't talk about the hours they work.
- 5 Some managers think that people should work in the office.
- 6 It's easy for everyone to switch off from work.

Americans don't use the contracted form 'mustn't'. Instead they often say 'not allowed'. We're **not allowed** to talk about the hours anybody works.

- 5 Listen to the interview again and complete these questions.

- 1 So, _____ work from home any time you want?
- 2 _____ ask for permission from your manager first?
- 3 _____ go into the office for meetings?
- 4 So, _____ allow their employees to work from home?

- 6 Work in pairs. Discuss these questions.

- 1 How many hours do you work a week? Officially and actually?
- 2 Does your company log your time? For example, do you have to fill in time sheets?
- 3 How do your managers judge your productivity?
- 4 Could the Best Buy system work in your workplace? Why?/Why not?



WORKING WITH A TEXTBOOK



1

10

Can learners:

- Find top preference exercises?
- Prioritise the exercises?
- Explain reasons for the activities being on the page?
- Make a distinction between good classroom activities vs. HW activities?
- Identify what the focus of this page is?
- Estimate how long this page might take to work through?
- Choose exercises they feel can help them with their specific challenges?
- Share what order would be logical/illogical to work through?
- Which exercises are great for individual/pair/groupwork?

7 Modal question forms

Reading: Working from home

- 1 Work in pairs. Think of five things companies often do when they want to cut costs. Then tell the class your ideas.
- 2 Read about what happened at Acuity, an insurance company in Wisconsin, USA. Do you think their productivity fell or improved as a result? Why?

In the late 1990s Acuity wanted to cut costs. To save money, it closed and sold 12 of its 13 branch offices and told its employees that they had to work from home instead. Flexitime and telecommuting became part of the corporate culture. Employees who needed to travel received a company car, a laptop, a cell phone and pager and \$100 to buy audio books. The company paid for internet access and computer software but not for office space.



- 3 In fact productivity improved and Acuity has won many awards for being one of the best companies to work for in the US. Read about another company where employees do not work fixed hours. How is it similar to or different from the organization you work for?

Best Buy, the leading electronics retailer in the US, has a new way to manage its staff. It focuses on results and not on how long employees spend at work. Employees mustn't miss their targets but they can work when they want and where they want. The system seems to be working. Staff turnover is down and productivity is up by 35 per cent on average.



Listening: Changing times

- 4 1.27 Listen to Best Buy employees talking about the system. Are these statements true (T) or false (F)? Correct ones which are wrong.

- 1 Everyone has targets that they need to meet.
- 2 Employees can only work from home if their manager agrees to it.
- 3 They have to attend important meetings.
- 4 They mustn't talk about the hours they work.
- 5 Some managers think that people should work in the office.
- 6 It's easy for everyone to switch off from work.

Americans don't use the contracted form 'mustn't'. Instead they often say 'not allowed'. We're **not allowed** to talk about the hours anybody works.

- 5 Listen to the interview again and complete these questions.

- 1 So, _____ work from home any time you want?
- 2 _____ ask for permission from your manager first?
- 3 _____ go into the office for meetings?
- 4 So, _____ allow their employees to work from home?

- 6 Work in pairs. Discuss these questions.

- 1 How many hours do you work a week? Officially and actually?

- 2 Does your company log your time? For example, do you have to fill in time sheets?

- 3 How do your managers judge your productivity?

- 4 Could the Best Buy system work in your workplace? Why?/Why not?



HOME RESOURCES

1. Reflect and put together a list of 10-12 questions you can imagine asking your learners about their learning.

2. Identify your own learning preferences/strengths and come up with examples – try to journal it.

3. Find out about the learning goals and challenges of at least one learner of yours and lead a conversation with them on what needs adjustment for an optimal learning environment.

4. Watch this video on perspectives: 6.

<https://www.Youtube.Com/watch?V=o1c9zoqpkg4>

And make note of what implications this has for you and your learners.

5. <https://www.lrtt.org/blog/lrtt-teaching-tips-42-coaching-questions-using-grow-model/>



REFERENCES

<https://internationallanguagecoaching.com/language-coaching>

Jim Hemerling TED talk: <https://www.youtube.com/watch?v=urntcMUJR9M>

Kevin Kruse

<https://www.forbes.com/sites/kevinkruse/2021/10/04/move-over-70-20-10-rule-3-to-1-is-the-new-model-for-learning/?sh=3ca36208140a>

<https://www.mckinsey.com/business-functions/people-and-organizational-performance/our-insights/the-new-possible-how-hr-can-help-build-the-organization-of-the-future>

<https://www.mckinsey.com/business-functions/people-and-organizational-performance/our-insights/this-time-its-personal-shaping-the-new-possible-through-employee-experience>

<https://eltabjournal.com/online-learning-with-language-coaching>

<https://www.youtube.com/channel/ucduajvztgrjs2lkmeiq1bag>

<https://positivepsychology.com/>

ILCA YT channel: <https://www.youtube.com/channel/UCDUaJvztGrJS2lKMeiq1Bag>

All pics: unsplash.com / pixabay.com

All LC-related images: ILCA

Thank you





**ILCA
2022**

**STARTING
SOON**

**MOVE BEYOND
INTUITIVE COACHING -
GET THE TOOLS, THE TIPS
AND THE MINDSET.**

INTERNATIONALLANGUAGECOACHING.COM

Join our courses now

Online learning platform
Experienced trainers
4 level CPD programme

Skills development
Challenging practice
Peer learning options
Boost your business



INTERNATIONALLANGUAGECOACHING.COM

INTERNATIONALLANGCOACH@GMAIL.COM