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POWERED BY **ICF** Coaching Education

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# Using Professional Coaching and Neuroscience to Transform Language Learning

Rachel Paling, ICF PCC, Creator Neurolanguage Coaching



# BRINGING BACK THE JOY

The joy of learning is as indispensable in study as breathing is in running

Simone Weil

Joyful discovery/Playful Creation/Flowing performance

Boyatzis and McKee 2005







# The Need for change

- **Learners of today are different**
- **Language learning can be stressful**
- **Post Pandemic stress**
  - **Children**
  - **Adults**
  - **Businesses**
- **Technology affecting how we learn**



**How can teachers use coaching competences to transform learning conversations?**

# Differences Teaching, Training, Coaching



*Language Coaching*

- Active learning
- Motivation takes top priority
- Empathy is important
- Coach has ability to keep client engaged, motivated, valued and committed
- Client takes responsibility and ownership
- Flexible and self-directed
- Normally no books are used
- There is an equal status coach and learner
- There is an awareness of limitations
- Matches the needs of the client
- “Teaching” is kept to a minimum
- Continuous feedback and acknowledgement
- Stimulates reflexion
- Coach has the ability to adapt to the client
- Client focused and tailor-made
- One objective is to maximize the potential of the learner
- Focus on cost effectiveness

SOURCE : Neurolanguage Coaching – Brain friendly language learning, The Choir Press, 2017 Rachel Paling





- Worldwide recognised body
- Sets standards for the Coaching profession
- ICF credentialed coaches
- ICF accredited programmes



# ICF Competencies 2021

## A. Foundation

1. Demonstrates Ethical Practice
2. Embodies a Coaching Mindset

## B. Co-Creating the Relationship

3. Establishes and Maintains Agreements
4. Cultivates Trust and Safety
5. Maintains Presence

## C. Communicating Effectively

6. Listens Actively
7. Evokes Awareness

## D. Cultivating Learning and Growth

8. Facilitates Client Growth



# Coaching can change learning conversations



Power of Words

Powerful questions

Active listening

Positive feedback

Compassionate conversations

Calm presence





“Words can literally change your brain.....”

“A single word has the power to influence the expression of genes that regulate physical and emotional stress.”

“.....our research has shown, the longer you concentrate on positive words, the more you begin to affect other areas of the brain.”

Words Can Change Your Brain, Andrew Newberg, M.D. and Mark Robert Waldman

# Skilled Coaching Conversations for Learning

- Embodying coaching mindset
- Establishing trust and intimacy
- Active listening
- Powerful questions
- Signposting
- Reformulation
- Feedback
- Coaching presence/in the moment





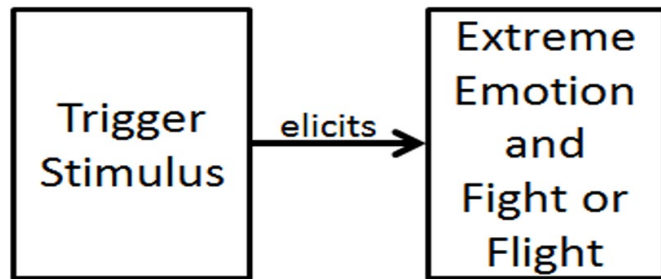
**How can educators bridge the dichotomy between teaching and coaching?**



# How can we be coach educators?

- The bridge between certainty and spontaneity
- Coaching is dancing in the moment
- Definite framework in the background
- Goals and actions settings create the roadmap
- Use coaching conversations through the learning

# Powerful Coaching Conversations



Using skilled coaching conversations to coach

- around emotional triggers
- troubleshooting issues/learning dilemmas
- learning how to learn
- Talking about the neuroscience/metacognition

# Powerful Coaching Conversations



20 students

Pre-scan :

1 PEA coaching articulate personal vision  
1 NEA coaching focus on meeting expectations

Then sent Qs

PEA perceived more trust & care and inspirational  
NEA induced feelings guilt, obligation & perceived abrasive



fMRI Scan video clips of above sessions

PEA - activation visual imagination, motivation areas, parasympathetic regulation stress response, DMN  
creating sense social & emotional connection

NEA - activation sympathetic stress response and self consciousness

Visioning in the Brain: an fMRI study of inspirational coaching and mentoring

Boyatzis et al 2013



# Powerful Coaching Conversations

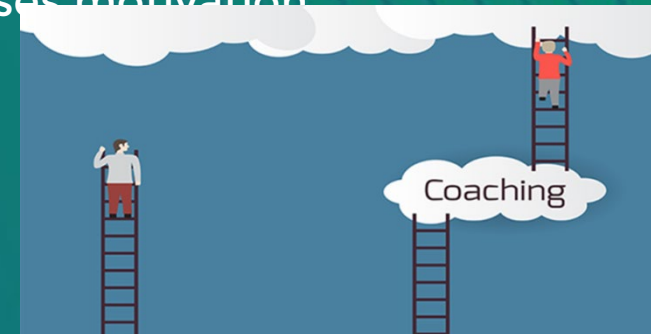
## Coaching with compassion and to a personal vision

- More likely to activate neural mechanisms encouraging to be motivated, willing to tackle difficulties and open to new ideas and the coach. Evokes possibility and self empowerment.

## Coaching for compliance focus on challenges and issues being faced

- More likely to promote stressful self conscious thoughts of being judged and having obligations put on one. Evokes defensive posture decreases motivation harder to embrace change

Boyatzis, Smith & Beveridge 2013



# Effective Coaching Experiences

Effective  
learning  
????

- Hope through vision
- Care through compassion
- Awareness through mindfulness
- Joy through playfulness

Boyatzis and McKee 2005

# Effective Learning

- Get learners into broader forward looking positive focus view
- Find what matters for learners
- Explain TPN to go into analytical tasks
- Explain DMN to go into creative and social and emotional
- Educators to understand how to respond with DMN or TPN focus whether to be empathic or to distance from emotions







# Tailor-making the learning to each unique brain



# Importance of psychological safety

- Math anxiety diminishes working memory capacity, attention and PFC functions

Math Anxiety: Personal, Educational, and Cognitive Consequences, 2002, Current Directions in Psychological Science 11(5):181-185 DOI:10.1111/1467-8721.00196

- Anxiety aroused by anticipation of doing math triggered **pain areas** on brain - doing math did not

When Math Hurts: Math Anxiety Predicts Pain Network Activation in Anticipation of Doing Math, Ian M. Lyons, Sian L. Beilock, 2012 <https://doi.org/10.1371/journal.pone.0048076>


ANXIETY



# Why use Neuroscience?

Learning changes the brain - Thinking is firing: learning is wiring

LEARNING



When students understand how brain learns plus neuroplasticity changes the brain and they can be autonomous learners, then achievement increases - the belief that intelligence is malleable (incremental theory) predicted an upward trajectory in grades over the two years of junior high school, while a belief that intelligence is fixed (entity theory) predicted a flat trajectory.

Blackwell, Lisa & Trzesniewski, Kali & Dweck, Carol. (2007). Implicit Theories of Intelligence Predict Achievement Across an Adolescent Transition: A Longitudinal Study and an Intervention. *Child development*. 78. 246-63. 10.1111/j.1467-8624.2007.00995.x.









# Motivation is key

- Really understanding motivation beyond plain reasons
- Going beyond reasons to learn?
- If not motivated, find the passion?
- Brain needs motivation for effective learning
- If you really find the motivation, you will automatically get the commitment!!





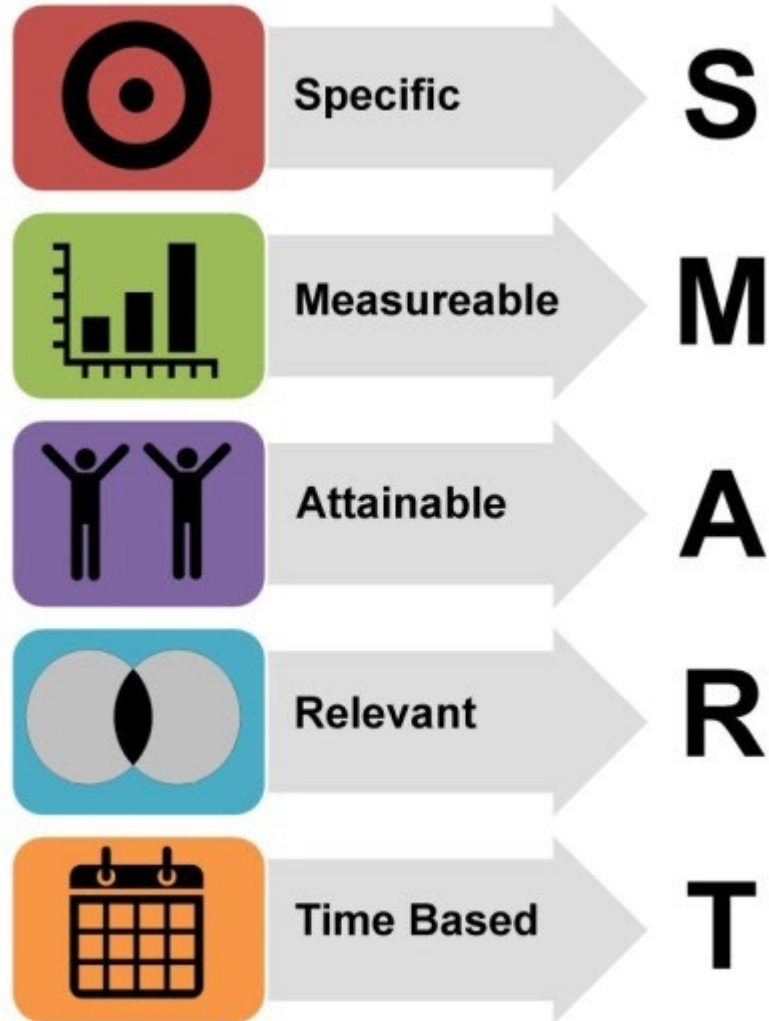
# Goal and Action Setting



- Coach has skilled conversation in which coachee finds OWN goals
- Language related goals: Mechanical and Mastery Goals
- Specific goals can be measured – break the language down
- Coachee takes responsibility for own goals
- Coachee decides time period within which to achieve goals
- Review goals periodically
- Learner sets own Actions/Activities for achieve the goals



# SMART goals also for Language



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# Shifting teaching/training to coaching to 21st Language Coaches and Coach Educators



# Language Learning in the 21st Century



# Thank you !



Rachel Marie Paling, ICF PCC, Creator Neurolanguage Coaching

[www.neurohearteducation.com](http://www.neurohearteducation.com)

[www.neurolanguagecoaching.com](http://www.neurolanguagecoaching.com)

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