

A transition to Language Coach



Interview with Ines Reynoso, English teacher, Italy

Can you describe your professional career before taking the language coaching certification (LCC)?

Since 1998, I have been teaching learners as young as 3 years old, teenagers and adults with different levels, goals and contexts, from ESOL exam preparation to business English or survival English, working online and on site, in public and private schools for children, in language schools and freelance. As a DOS I was responsible for programming, assessment, recruiting and training staff. Later I founded and directed an association where various disciplines and languages were taught and I was responsible for the commercial part, in addition to the above. Over the years I have complemented my career with various experiences, such as translating, teaching Spanish, yoga...

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How did you find the course?

The practice in the sessions was precious for mainly 2 reasons: Firstly, experiencing the method from the perspective of both the coachee and the coach led to a different

awareness. Secondly, it forced us to apply it without "skipping" any parts which actually made it possible for me to discover new things I would probably have missed if I had just read it and applied it my own way (based on old knowledge). Everything was so practical that you could test it straight away and the awesome results really motivated me to want to learn more. Rachel masterfully kept us relaxed so it wasn't stressful, never felt complicated and never felt like a heavy load.

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Which highlights or insights did you gain from the LCC?

It showed me (in practice, not just in theory) how asking for permission and asking instead of telling makes a world of difference. See it to believe it! It showed me how to give the client space and support so that he/she can do all the learning him/herself. Surprisingly, not as hard as you'd think! It showed me the incredible value of dedicating time and attention even to little things to make a huge difference. Less truly is more! It showed me the importance of allowing the client to become fully aware of his goals and take full responsibility and it showed me this makes my role easier, yet more effective.

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What was the immediate impact on your way of teaching after taking the course?

It was unexpectedly life-changing. I like learning and I know there is always room for improvement, but I felt quite competent as a teacher and I never imagined things could actually go from really good to awesome, and in such a short time.

Were there any impacts on your personal life during or after the course?

By asking my daughter for permission to ask her questions she seems more ready and happy to share information. Then by asking her open questions and actually leaving the choice up to her, I have felt myself more open to receiving an answer that is different from my expectations and she perceives this clearly and seems to appreciate it enormously. I also approach some potentially difficult situations by looking at priorities with her and allowing her to set her own pace and limits when possible, obviously with good results. In doing all this I have become more aware of the importance of being delicate and asking for permission in general and I do it with some friends now too. It makes a huge difference in how they open up and actually it makes a difference in the way I see them and even how I feel.

How has the course changed the way you deliver a language course?

My sessions are now slower-paced, much more relaxed, yet more effective; the clients play a

more responsible, more conscious, more active role and make better progress. I now know that anyone can actually make a huge change, even in a short time, without any fancy tricks, if we just pinpoint what to change (according to the client's priorities) and give it enough space and attention. This newly-found faith gives the client the right support and motivation to face even a very short course and get a feeling of fulfillment and pleasure.

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How would you describe the impact you are now having as a language coach on your learners?

By asking for permission and asking clients how they feel, what they perceive and what they prefer, all of my learners seem much more relaxed, especially the ones who used to struggle most and feel most frustrated. Whatever they learn sticks with them so much better and they usually consider it valuable learning. Old learners have discovered that they have different goals from the ones we once thought and, in many cases they have found new and very efficient ways of reaching those goals (and none of them involve more work from my part!) When we give attention to the little things, then these little recurring mistakes disappear and the impact on their overall performance is actually much more relevant than expected.

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