

A transition to Language Coach

Interview with Lynne Reid-McConnell, English Teacher, UK



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

I have always loved languages and initially got my CELTA certification thinking I could teach English part time but saw the possibility of working for myself doing something so rewarding and enjoyable that I gave up my job and had been working as a language coach for about 18 months building my own business, when I saw the opportunity of doing the Neurolanguage Coaching Course. My experience with learners showed me that the biggest obstacle to their success was their own mindset and lack of confidence in using the language and they struggled to value where they were. I worked mostly one to one delivering very tailored programmes that focused entirely on the individual student and what they wanted to achieve. Helping them build confidence was essential. I understood intuitively the importance of making the learning personal and enjoyable, having given up my own attempts at learning Spanish in a class setting because it was neither of those things for me.

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How did you find the course?

The Neurolanguage Coaching® Course was a very practical, interactive course, everything that a learning experience should be, although we as learners were challenged at times, Rachel demonstrated by example at every turn the patience, calm and understanding to keep us all in a receptive learning state i.e. not triggering our amygdala into fear mode!

Which highlights or insights did you gain from the LCC?

The course was a great framework and structure for achieving the best results for learners, I particularly benefited from learning about powerful open-ended questions when looking at clients’ real motivations for learning, signposting language during learning sessions and seeing goal setting in terms of mechanical and mastery goals. Deconstructing the grammar and chunking it down to brain friendly patterns has benefited me in how I approach my own language learning, so I’m confident that this is a very important

approach for taking the fear out of learning grammar that many people feel. Doing the course has reinforced the importance of recognising that each one of us has our own unique way of learning and bringing the power of this awareness to our learners can help them focus on finding their own strengths that will ultimately lead to the faster and more efficient acquisition of the language.

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

After doing the course, I encouraged my clients to set very specific goals that could be judged as achieved or not within an agreed time frame. I spent more time on letting the learner tell me what they did know before progressing and taking the topic further with them, which brought more clarity to any gaps in their knowledge. I have a few very young students, ranging from 4 to 9 in age and have loved how they respond to permission questions, they are so much more invested in the learning process when they are given choices and options.

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

I would say that I have used the people in my personal life to practice “not giving advice”, I listen, ask open ended questions, giving them opportunities to find their own solutions, before resorting to giving my “tuppence worth”.

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How was your professional development after the course?

I am continually striving to learn about “how we learn” to help clients get the best results in as short a time as possible. In a culture driven by amazing advances in technology it is also essential to bring these benefits to the learning experience to surpass client’s expectations.

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

If someone had a mind to, they could teach themselves English from all the free resources online, but by doing this course ensures that it is very much a results driven service I provide, as a specialist in the language with the skills to facilitate language acquisition in a faster and more efficient manner.

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