

A transition to Language Coach

Interview with Patricia Quiroga, English teacher, Argentina



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

I've been an English teacher since 1991, literary translator since 2007, always worked at schools and from 2006, working in my personal project, my private school of English.

How did you find the course?

It was a big challenge because I have heard about coaching but never about neurolanguage coaching and it changed my view about teaching a language. It was very difficult to change my position of teacher, always saying what to do. But little by little I started becoming conscious of the important role of the coach in a session. Not telling coachees what to do, but letting them be the active ones in the learning English process.

Which highlights or insights did you gain from the LCC?

LCC gave me tools to step aside as a coach, and let my coachees lead the lessons.

“I discovered a change in the energy not only in me, but also in the coachees”

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

I discovered a change in the energy not only in me, but also in the coachees. The sessions were more lively and many of my coachees showed me that they loved leading the sessions.

“I could become a better active listener and everybody in my family saw the difference”

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

I discovered that although it was really difficult at the beginning, I could set another pace, relax a bit more whenever someone was speaking, I could become a better active listener and everybody in my family saw the difference.

“My place as a coach is not the same as I used to have as a teacher”

How was your professional development after the course?

In my private school, I had a very positive impact. Whenever I talk about the brain, everybody gets really interested and starts asking questions about how they learn. In the near future I am planning to start doing the same work in companies.

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

It changed my way of transmitting the knowledge to my coachees. I have a sign in my notebook that says: your coachee is the one who leads the way. So this reminds me that my place as a coach is not the same as I used to have as a teacher.

“I feel my learners are eager to learn”

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

I feel my learners are eager to learn. There is an adolescents' course in which the students organized themselves to bring a song each class. And the song must have the grammar items we are learning. They work a lot and are eager to come and sing every class.

Is there any additional information that you would like to add?

It is sometimes difficult for me to have the position of a coach, instead of a teacher. But I always think about being a coach and moving from the habitual place I used to have in the class.

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