Help your students get motivated, get organised and get training!

*From English Teacher to Learner Coach* is for EFL teachers who want successful students, not just successful lessons. More than ever before, English learners have the tools and opportunities to practise and become competent English users, but they will need support and guidance to make the most of them. In other words, they need a coach. This book helps you to give your teaching a coaching twist, which in turn gets your students practising more outside class and getting more out of what they do in class with you.

The book has two parts:
1. A guide for teachers which includes:
   • a clear rationale for a coaching approach
   • ideas for ways to give your teaching a coaching twist
   • coaching activities you can use in your lessons
2. A mini-book for learners, called *49 Ways to Practise Your English*. This includes:
   • activities to help practise English outside class
   • activities to help them plan and monitor their progress with English
   • ideas and tips on how to enrich their English language life

Learners can buy *49 Ways to Practise Your English* as a separate mini-book.

*From English Teacher to Learner Coach* is for all types of English class: adults, teens and younger learners, general English and Business English, EAP classes, large groups and one-to-one classes, classes with or without a course book. Many activities are internet based but there are plenty of ‘unplugged’ alternatives, which require no technological resources.
# Introduction

Who the book is for  
Different ways you can use this book

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## Coaching in theory...

What is coaching?  
What does a coach do?  
Three roles of a coach: Setting Goals, Monitoring achievements, Motivating  
Inner games and outer games  
Heutagogy  
Nudging  
The language life of learners  
Coaching in ELT - Why now?

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## ...and in practice

A coaching-focused class  
The GROW model  
The Motivation MAP  
Tutorials- How to listen and what to say.  
Technology to help you and your students  
Coaching in different contexts: One-to-one, Young learners, In company, EAP  
Coaching and course books  
What a class with a coaching twist looks like  
Teachers talk about their coaching experiences in the classroom

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## A ‘Teacher to Coach’ Starter Kit

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## Teachers notes for the 49 activities

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## Bibliography

Useful websites for teachers and students  
Index of activities
3 From English Teacher to Learner Coach: sample 1 from introduction

Who the book is for

This book is for teachers who want to maximise their learners’ potential outside the classroom as well as inside. If we are to help our students go as far as possible with their English, there needs to be a shift in emphasis in our classes away from what happens in the lesson itself, towards what happens before and after the lesson, the language lives of our students. This book is about how a coaching approach can help learners practise English more outside class and learn more effectively in it

Different ways you can use this book

The book is divided into two parts.

The first part is for teachers. It is about the theory of coaching and how you can apply it in the classroom. There are also teachers notes on the 49 activities in part 2.

The second part is for teachers and students. It contains 49 activities which students can do outside class to practise their English. Some of these activities help students to boost their motivation and monitor their own progress.

For teachers

Coaching in theory and practice.
This explains the theories and ideas that lie at the heart of a coaching approach. It explores what coaching is and how coaching is useful. There are practical examples of how you can apply these ideas in the classroom

49 Ways to practise your English
(this is available for students to buy separately)

There are two sections

Train.
These are activities for your learners to do when they aren’t at school. They are activities they can do on their own, at a time that suits them, anywhere they choose. Without you. They can do them alone or with fellow learners.

You might decide which activities they do, or you might let them decide. They aren’t homework and they don’t resemble study in that narrow sense; they are stimulating things to do that help them get in the habit of doing more in English practice and developing richer English language lives.

Each activity is described in a few steps and includes a brief indication of how it will help their English.

Plan, Monitor, Motivate.
These are activities you can do with your learners in class or they can do on their own. Some help the learners identify their goals and realise them. Some help them organise their learning
and monitor progress. Some encourage them to make the most of their lessons. Others get classmates helping one another, sharing resources and ideas, and motivating one another.

Here are a few suggested ways that you might employ this book in your classes.

- You may just read the first section - About Coaching. You reflect on the ideas behind coaching and what they mean for your teaching. You leave it at that.
- You may want to dip in to the practical activities from time to time. After reading the first section, you decide to try out some of the Plan, Monitor, Motivate activities in your lessons, and you give your students a chance to do some of the Train activities.
- You can encourage your learners to buy the 49 ways activity book and get them to report back on the activities they do.
- You read the book and decide to make a significant shift to a coaching approach. There is a special section for those who choose this option. It is called the 'Teacher to Coach Starter Kit'. In it we recommend a programme for you and your learners to follow. This involves doing many of the activities in the book and, over time, adopting important coaching practices for the long term.
3 From English Teacher to Learner Coach: sample 2 from About Coaching section

What does a coach do?

Coaching is a title conventionally used to describe what people do when they help athletes and performers improve in their chosen field. Typically, sports coaches are involved in every aspect of the athlete’s preparation, both physical and mental. The physical side includes working out training programmes, dealing with injury and advising on everything from winning strategy to diet. The mental aspect of coaching is just as important. Coaches are expected to understand athletes’ motivational issues and to help them get ‘in the zone’ ready for competition. We will be coming back to the sports coaching analogy in order to help understand the coaching role that language teachers can adopt.

In recent years, coaching practices have been adopted in many other areas of life, notably in professional development, where fields like ‘career coaching’ and ‘executive coaching’ have sprung up, and in areas of personal development, such as ‘life coaching’. As you’d expect from such a variety of uses, the term coaching has many definitions. Common to most of them are several key concepts:

- **support** - a coach helps individual *coachees*, or *clients*, through certain processes, decisions or problems
- **goals** - the aims or goals of the coachee are clearly defined near the start of the coach-coachee relationship. A path to that goal is mapped out and followed.
- **facilitation** - coaching uses many different techniques but they are all predominantly facilitating in style. A coach is someone whose job is to *help people learn* rather than to *teach* them.
- **questions** - One way that coaches help rather than teach is by asking questions. This way, coachees articulate for themselves what they want and how to get there, and in so doing, show that the answers lie in the coachee, not the coach.
- **listening** - Coaches are genuinely interested. Their curiosity leads them to a better understanding of their coachees’ hopes and goals, as well as their worries and doubts.
- **optimism** - Coaches help their coachees to realise their possibilities, to realise that yes, they *can* achieve their goals.

By the way, there are almost as many names for the people being coached as there are definitions of coaching. We don’t need to use terms like *coachee* or *client*; *learner* will do just fine. We will sometimes employ the word *student* when referring to members of a classroom or school, but *learner* emphasizes a person’s role and relationship with English, which is independent of their classes. By the way, there is an activity you can do with your students that helps them think about their relationship with English.

You probably already have a clear idea about what coaches from other areas of life do. Let’s apply this to a language-learning situation. Try the next task.

Your turn 3

**Rank these coaching roles from 1-10 according to how important you think they are in your current teaching situation.**

- help learners identify their goals and how to achieve them.
- help learners organise their learning and manage their time.
- monitor learners’ motivation levels and encourage them when they are flagging
encourage learners to discuss obstacles to learning English
encourage and monitor practice outside class
set high standards for learners and praise them for progress.
lead by example and learn/have learnt a language or something else yourself.

In what ways do you already fulfil these roles with your learners. When and how?
What other coaching roles can you think of?
**Operation SUCCESS**

*Coach your learners in organising their English practice outside class*

**Time:** 40 mins  
**Level:** A2 - C1  
**Aims:** time management, prioritising

**Outline:** This activity gets learners to decide how much time they can realistically devote to English each week, what they will do in this time, and how much time they will devote to each activity. You can do this in class - a suggested plan is offered below - or let the students do it at home.

**Procedure**

1. If your learners have already done the activity ‘My Resources’, ask them to remind the class of some of the resources they have available to them that can help them practice English when they are not in class. If they have not yet done this, get them to brainstorm these resources together on the board. Encourage them to think broadly about this term - resources include books and magazines, websites and applications, people such as friends from other countries, and the world around them, in which English will feature in a variety of ways.

2. Now hand out the worksheet Operation SUCCESS. Direct their attention to the first column and ask them to complete the empty rows (step one).

3. They may have already done the activity ‘My diary’, in which case they will have a clear idea of how much time they have during the week for English and when those times are. If they haven’t, then again, you will need to do a shorthand version, by asking them to do a rough calculation of these things. Remind them that as well as blocks of time that they could use, such as Saturday mornings, there are many little opportunities for English practice, like the journey to school or work, waiting for people and appointments and before you go to sleep.

4. Have them fill in the remaining columns (step two). Encourage specifics in the third column; for example, if they mark down reading magazines, ensure they say which magazines and for how long.

5. Put the students into pairs for step three. Ask them to take turns to interview one another, making sure they cover these important questions: *How/Where are you going to do this? Who are you going to do this with? What books/magazines/websites are you going to read?* and importantly: *Are you sure you can devote this much time to that? When?*

6. Finally, discuss as a group how we can make this plan happen. Invite suggestions for ways of putting it into practice, such as filling in their diaries if they have them or putting the table up somewhere prominent so that they can refer to it daily. Suggest that the class review their plan after a week.

7. The following week, spend time in class talking about their plans, how well they kept to it and whether they will change anything now.
5  49 Ways to Practise English: sample activity from first section: Plan, Monitor, Motivate

Operation SUCCESS

Time: 40 mins     Level: A2 - C1     Practising: planning, time management

An activity to help you organise your English practice outside class.

Step one

Complete the first column in the table, indicating the possible ways you can practise your English. There is space to add other ways. Think about the resources and opportunities available to you.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading English magazines/books/websites/newspapers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Watching films /TV in English</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doing language exercises in a workbook or on internet</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listening to songs in English and reading lyrics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Talking in English at work or elsewhere</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing emails</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participating in a blog or forum</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listening to the radio in English</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listening to lectures or attending English conferences</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Step two

Decide how much time you can spend on these things realistically. Fill in the column, “How many minutes?” Make notes in the third column about your plan. Be realistic.

Step three

Discuss your plan with another student or your teacher. This will help you think more carefully about it and get more ideas. Make changes. Finally, decide how you are going to make this plan a reality! Where can you keep this sheet so that you can look at it regularly? Perhaps you could fill in your diary from the activity on page 000 with these details.
TIP

Your mobile phone may have a calendar which allows you to schedule things into your week and gives you reminders each day. There are apps that do this, too. Let your mobile organize your English learning!
49 Ways to Practise English: sample activity 1 from second section: Train

Talking about an image

Time: 20 mins  Level: A1 - C1  Practising: speaking, talking about pictures

Practise speaking using photos and other visuals, even when you are on your own.

Step one
Choose an image that you would like to talk about. Here are some possible ideas:
- a photo of a friend or family member, or of more than one person at an event
- a map of a route that you have taken
- today’s weather map
- a photo of a meal that you have cooked or eaten
- a picture from the news or on your facebook

Step two
Make some short notes about what you would like to say about it.

Step three
Talk out loud about the image. Try to talk for at least a minute. Keep talking, even if you can’t remember a word. When you have finished, look up any words that you needed and check the pronunciation of any difficult words in a dictionary.
Talk about the image again.

Do more on your own
Pronunciation - Record you voice so that you can listen to yourself again. Check your pronunciation of the more difficult words with a dictionary. Practise and record yourself again.

Do more with others
Talk about your picture with a friend. Ask each other questions about the pictures

Tips for Speaking
Writing is a useful way to prepare for speaking because it gives you time to think about what you want to say and in what order. But remember, speaking freely is not the same as reading out loud, so don’t write every word.

Translating

Time: 20 mins  Level : A2-C2  Practising: vocabulary, grammar, writing

Translating from your language into English (or the other way round) is a great way to practice grammar and vocabulary, as well as develop your writing skills. In this activity
you translate INTO English; you can do the same activity translating FROM English into your language.

Step one
Take any piece of text you find in a magazine or book around the house, something on your computer or the internet, a recipe, a song... Something you will find a little bit challenging. Not too easy, not too difficult. Select a section of it to translate. From 30 to 130 words depending on your level.

Step two
Translate as much of the text as you can into English. You can do it verbally in your head or write it down. Use a dictionary or online word reference if you want. Alternatively, just leave the words or phrases you can’t translate in your language.

Step three
Read your translation aloud. If you did not write it down in step 2, simply repeat the verbal translation 2 or 3 times out loud.

Do more on your own
Note down and learn any new words or expressions you found.

Do more with other people
Show your translation to your friend and see if they can improve it.
Do an activity called “reverse translation”:
  1. You both select a text to translate from your language to English.
  2. When you have finished translating swap texts and translate them back into the original language.
  3. Check to compare your final translations with the originals.

Tips for Translating

Don’t worry if you can’t complete a perfect translation, the exercise alone is useful. If you have time to look up new words as you translate, even better.

You can find texts which have a translation already available, in airline magazines, song lyrics on the internet, websites like the bbc etc. In this case you can check your translation afterwards.