

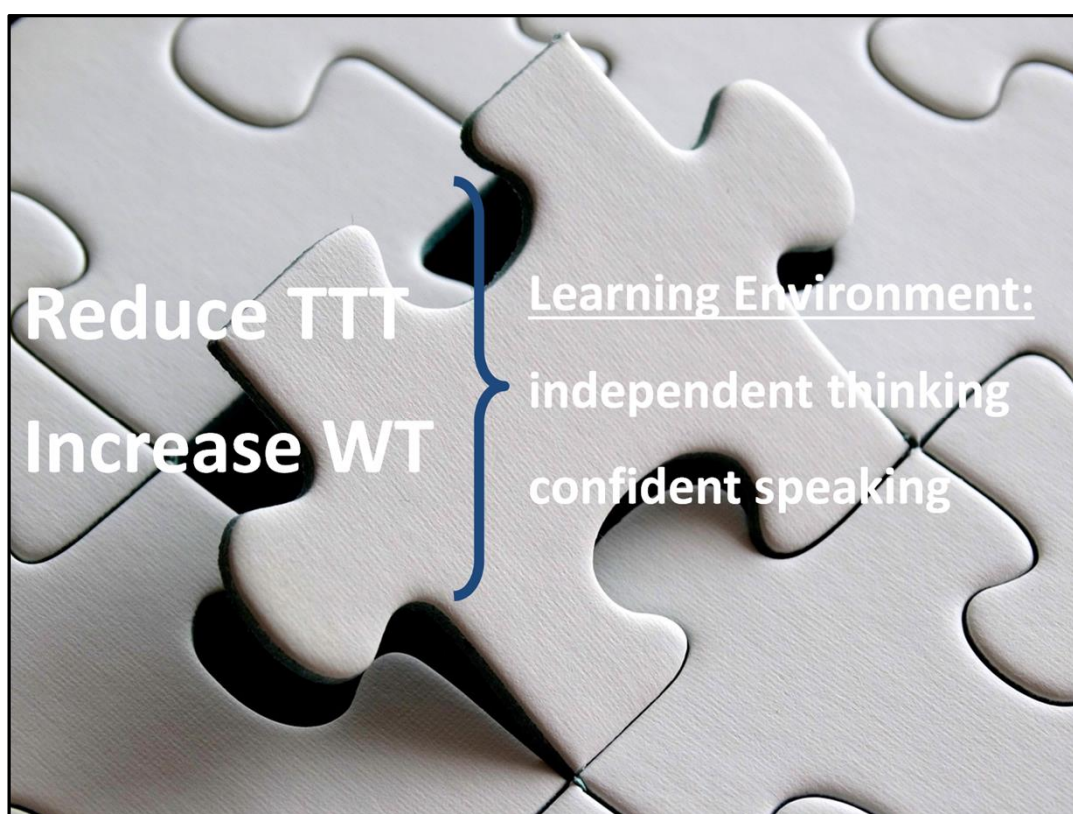


2 pieces of research this afternoon.

spontaneous google docs survey - Facebook. curious about coaching in ELT.

Why Coaching in ELT legacy series book.

MA dissertation. inductive, qualitative, interpretive “Exploratory Action Research” project students at the DHBW-Stuttgart, 2nd semester.

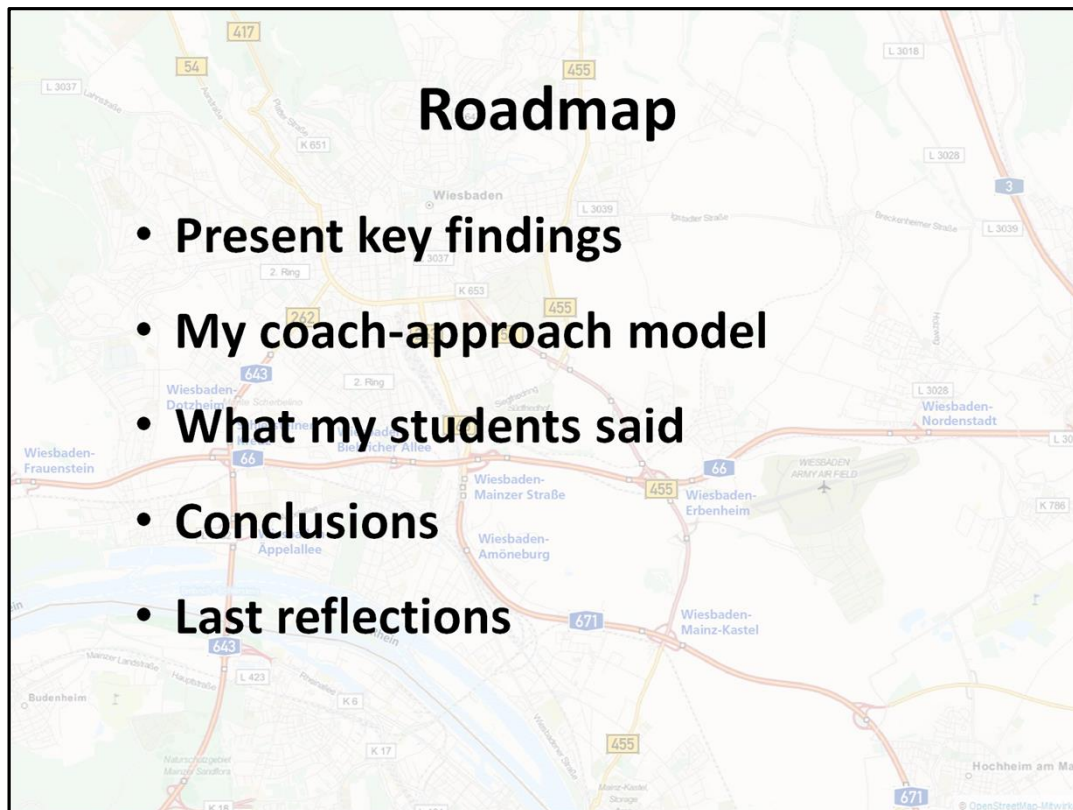


“puzzle” of **too much TTT** and too **little Wait Time**.

created an environment to speak freely and often, oral fluency communication skills.

FB survey together in a minute. I shall be inviting you to add to it.

more detail exploring with my Ss the impact of teaching with a coach-approach, Nancy Kline’s thinking environment increased oral fluency.



achieve by the end coherent summary of my MA research:

The key findings from first the FB survey and secondly the MA research project

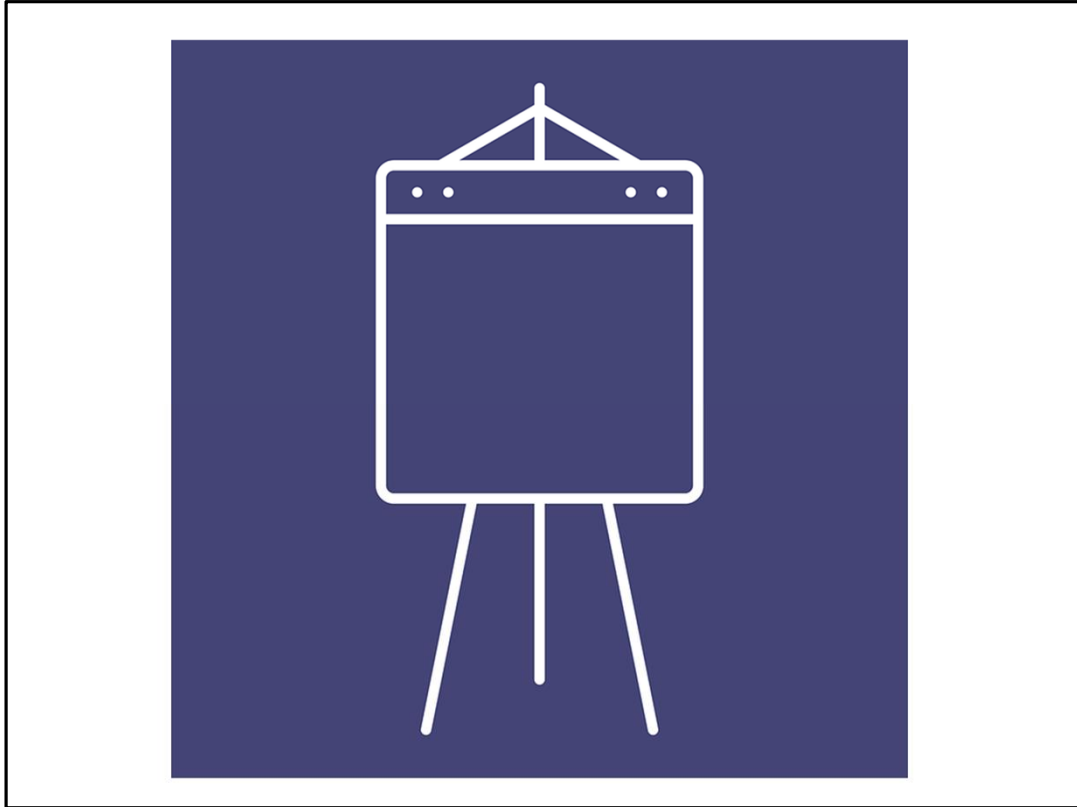
The model I developed which encapsulates the coach-approach to teaching I'm aspiring to

A sample of some of the data gathered from my Ss in the focus groups and interviews I held with them

I will summarise **the conclusions** I drew

Then I will share **further insights** I've made since completing my studies and working through the 3rd semester with the same group of Ss.

Before we get stuck into the MA stuff, let's take a look at the less formal & less scientific FB survey... In fact, let's add to it here and now.



less scientific FB survey... In fact, let's add to it here and now.

How many people are in the room?

Who participated in the FB survey? Yes (blue) No (red)

Show of hands from those who didn't participate in FB survey, in answer to the following Qs. (On flip – have someone count hands and note number on flip)

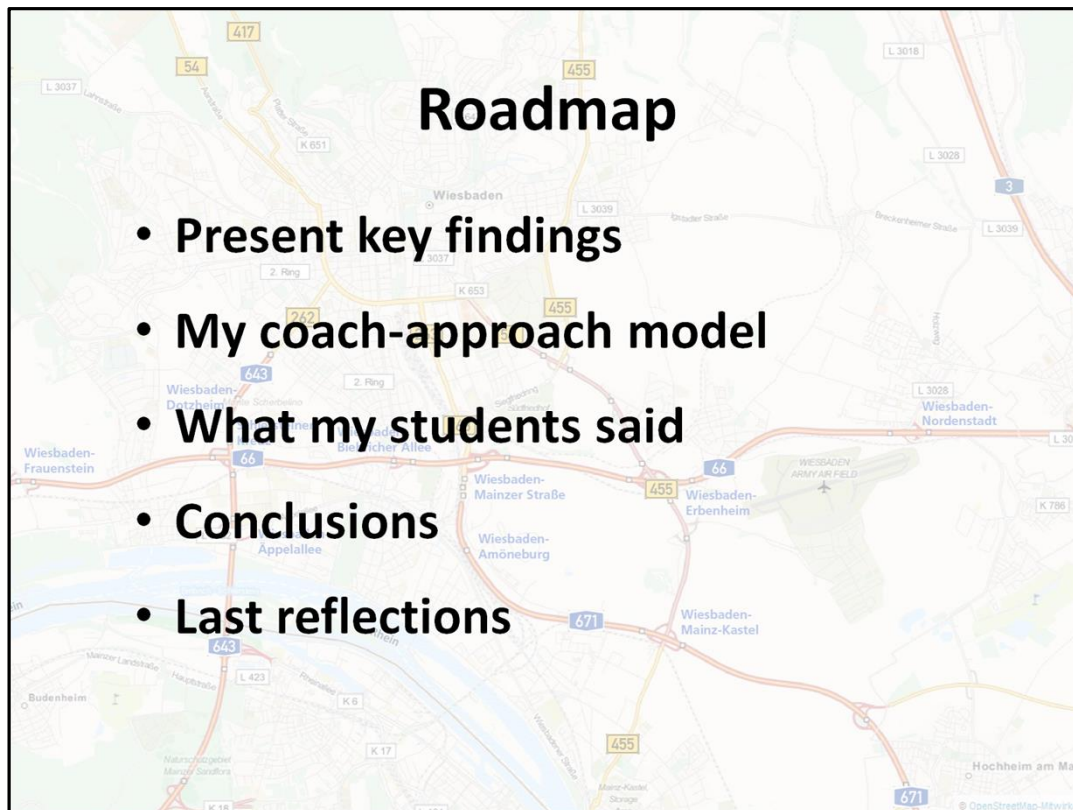
Do you think coaching in ELT is a fad?

Do you hold a coaching qualification?

Do you work under the title "Language Coach"?

Have you been professionally coached?

So, adding the new numbers to the original data, the results look like this.....



- Present key findings
- My coach-approach model
- What my students said
- Conclusions
- Last reflections

This is the plan:

Present the key findings from both surveys (you've had a quick preview of the FB survey)

My coach-approach to BE teaching, Model developed as part of my studies

How students responded to coach-approach teaching Emphasis on "learner coaching", (which is like Learner Autonomy

Conclusions the MA research project? The conclusions

Last Reflections on what I have learned since completing the MA



Key findings from FB survey

High level of interest in coaching

Quite a few didn't understand / were aware of what it is

High relevance of BE teaching

Many have coaching qualifications, are in midst of gaining a qualification

Read more about the discussion in my book ;-)



- **Mindset**
- **“Wholistic” view**
- **Calm environment**
- **More research**

<http://www.publicdomainpictures.net/view-image.php?image=169397&picture=old-key>

Key findings from MA research

Coach-approach helps create growth mindset in Teacher

Wholistic view of teaching process from prep to in-class to after class
(Bain’s broad questions)

Created a calm, more relaxed environment for Ss which resulted in better collaboration, more speaking practice, strong group dynamics, less interruption (TTT), more attention

More research is required to better measure effects on language acquisition / improvement

As I mentioned, I conducted an inductive, qualitative study which meant I had a rough idea of what I was looking for and trying to achieve. These ideas came together in the form of a Model which I will show you in just a second. The Model incorporated what is important to me as coach-approach teacher coming from the school of Nancy Kline’s thinking environment. I was also intrigued by some research done in America by a chap called Ken Bain. He wanted to know what it is the best college teachers do. To help him figure it out, he came up with 6 broad questions to ask colleges and their students, the answers to which paint a picture of how the best teachers help their students achieve successful learning outcomes.



I blended NK's TE & 10 components (see flipchart) with 4 of Ken Bain's 6 broad questions, and developed this Model ...

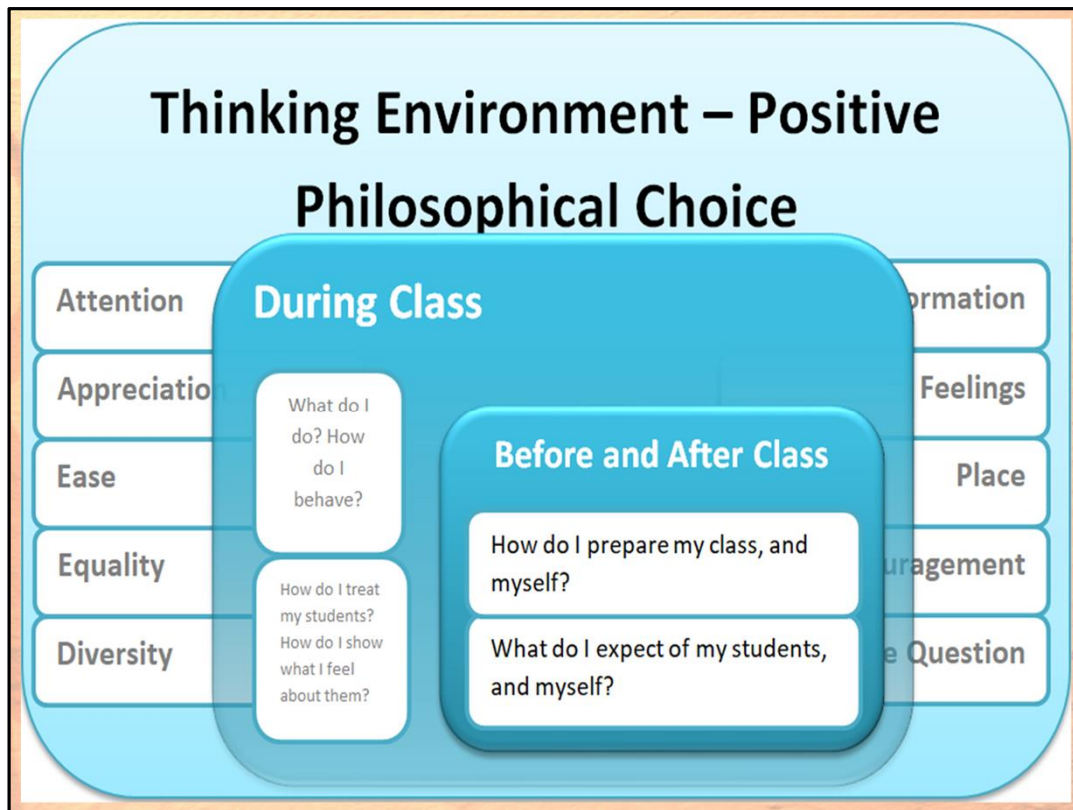
The first layer is the foundation for everything else. It is underpinned by what Nancy calls the **Positive Philosophical Choice** (see cards on wall) and consists of all 10 components which make up the TE.

Those of you who have heard me talk before, will be familiar with these (flip?)

This foundational layer is key to establishing and maintaining a growth mindset – a term I will come back to shortly. This layer is always present in all teaching activities – before, during and after class.

Bain's questions offer reminders and guides at each stage of my teaching / lesson preparing and delivery process. I can use them to reflect-in-action and later reflect-on-the action I took, or am planning to take.

This offers a useful framework for anyone keen on being a reflective practitioner. (show the version from my dissertation?)



How do I behave before, during & after class? My take on Learner-coaching (similar to learner autonomy).

The core points here come from the development plan I put forward in my paper.

EG: Self- review questions

How do you prepare to teach?

What do you typically do?

What are you not doing that you wish you were doing?

What are the obstacles preventing you from preparing in the way you would prefer?

What are your expectations of yourself?

How closely are your expectations met, generally?

What prevents them from being met?

How can you increase the chances of meeting your expectations most of the time?

What are your expectations of your students?

How closely are your expectations met, generally?

What prevents them from being met?

How do you deal with situations where students do not meet your expectations?

How do your students react to how you express your expectations of them?

What are their expectations of you? How do you know? How far do you meet them?

What are your teacher beliefs, values, attitudes and intentions?

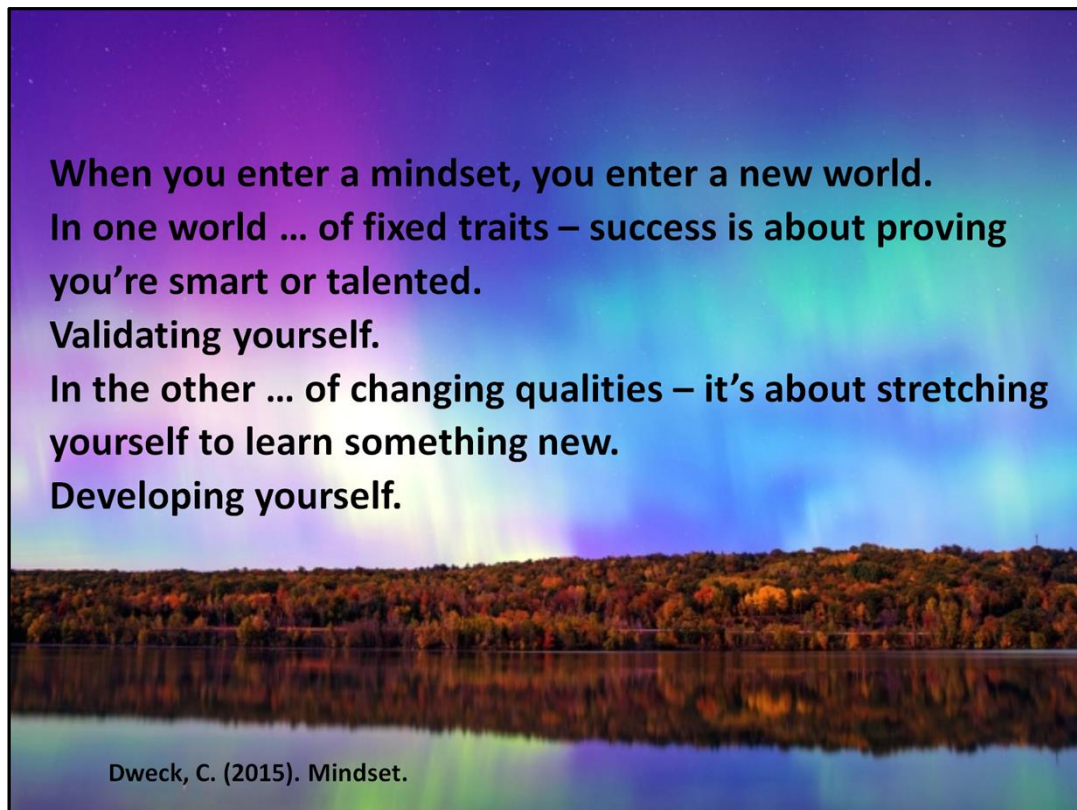


The Model incorporate a coach-approach into my teaching practice a reminder of what I'm striving to achieve:

nurture MINDSET –Carol Dweck calls a Growth Mindset (Dweck, 2006) and reducing my fixed mindset tendencies. (Sarah Mercer IATEFL plenary last year.)

keep in mind my INTENTION –setting out achieve how best to do that. Dyer's book offers a fuller picture of the power of intention!

remember how and where to place my ATTENTION – on my students; what's going on in the classroom; to listen without interruption and also to pay attention to what's going on with me. Again, another example of reflective practice.



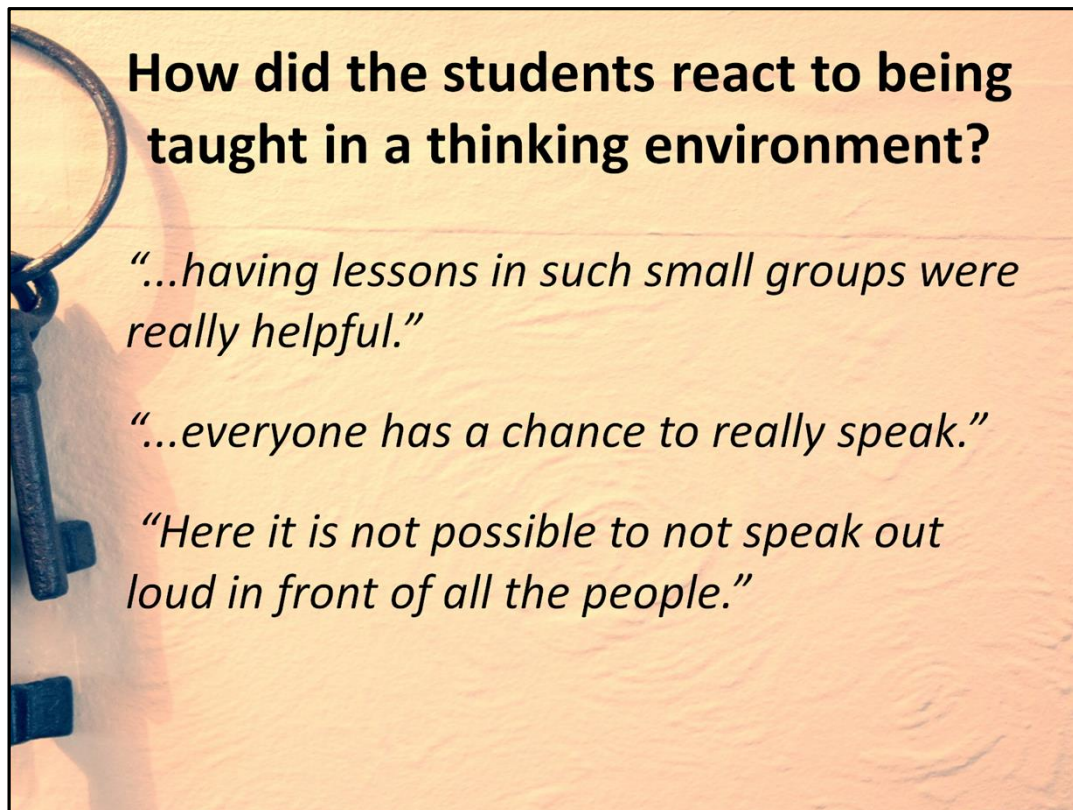
When you enter a mindset, you enter a new world.

In one world ... of fixed traits – success is about proving you're smart or talented.

Validating yourself.

In the other ... of changing qualities – it's about stretching yourself to learn something new.

Developing yourself.



Back to the MA research project. what my students said.

There were 5 specific research Qs.

Just 1: How did the students react to being taught in a thinking environment?

saw earlier, a calm atmosphere facilitated better collaboration, group dynamics and increased speaking opportunities.

group size featured heavily in the students' focus groups.

I'll beam up some direct quotes which support these points... (click?)

smaller groups. This is an oft discussed point,— what has been your experience?



How did the students react to being taught in a thinking environment?

"It's a little bit easier here in the small groups, but it's depending how we can motivate ourselves."

"...we are all grown-ups and we're all well-mannered."

also depends on personal motivation of students in the group.

And that the successful collaboration of this particular group could be explained by their homogenous background...

All well-brought up, well-mannered and polite people. Highlights the need for more indepth research!



How did the students react to being taught in a thinking environment?

“Ease is an important component of our lessons because – there was ease – not the whole time but it was kinda relaxing and – we were calmed down.”

“We can do our own steps in our own tempo.”

Here we see mention of ease – one of the 10 components – which aids the calm environment

They also talked about the lack of exam pressure, which I explore in more detail in my report. And will touch on again at the end.



How did the students react to being taught in a thinking environment?

"You're a really calm person and that's why in English course every week, I really relax."

"You as a teacher, you were calm. I don't know how to explain, but we were reflecting this."

Then, perhaps the most encouraging for me, is that they found me to be a calm person and that that calmness carried over to them.

Again, was it more because of lack of exam pressure? Or wholly down to the behaviours I was modelling?

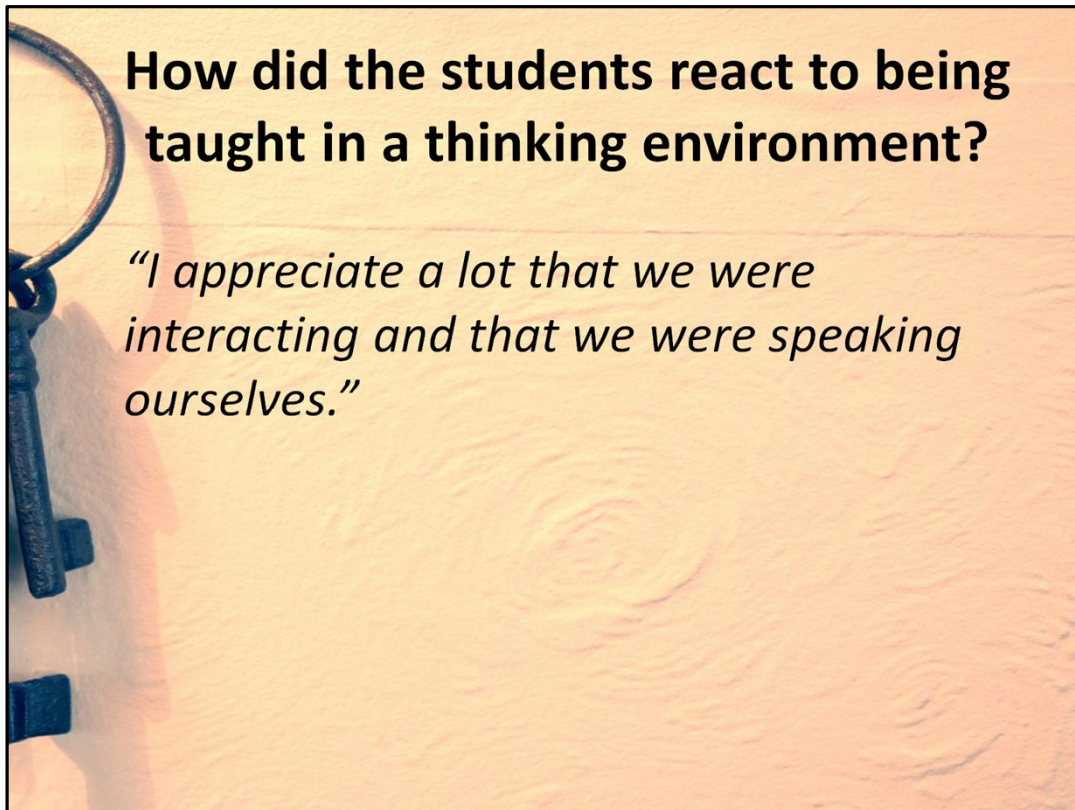


How did the students react to being taught in a thinking environment?

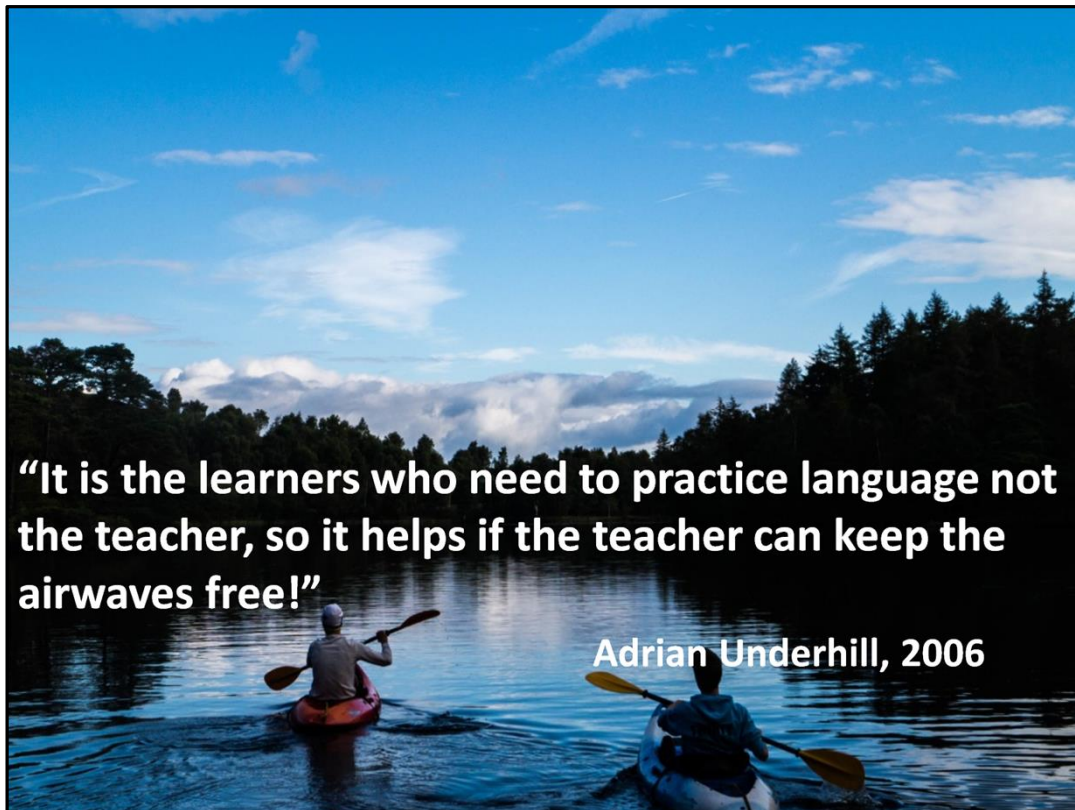
“And what you are doing right now, for example, not interrupting me. That is very good because people are talking and talking, and they are not stopping.”

recognition of the value in not interrupting. This particular student importance of teachers interrupting with corrections in order to help him learn and improve.

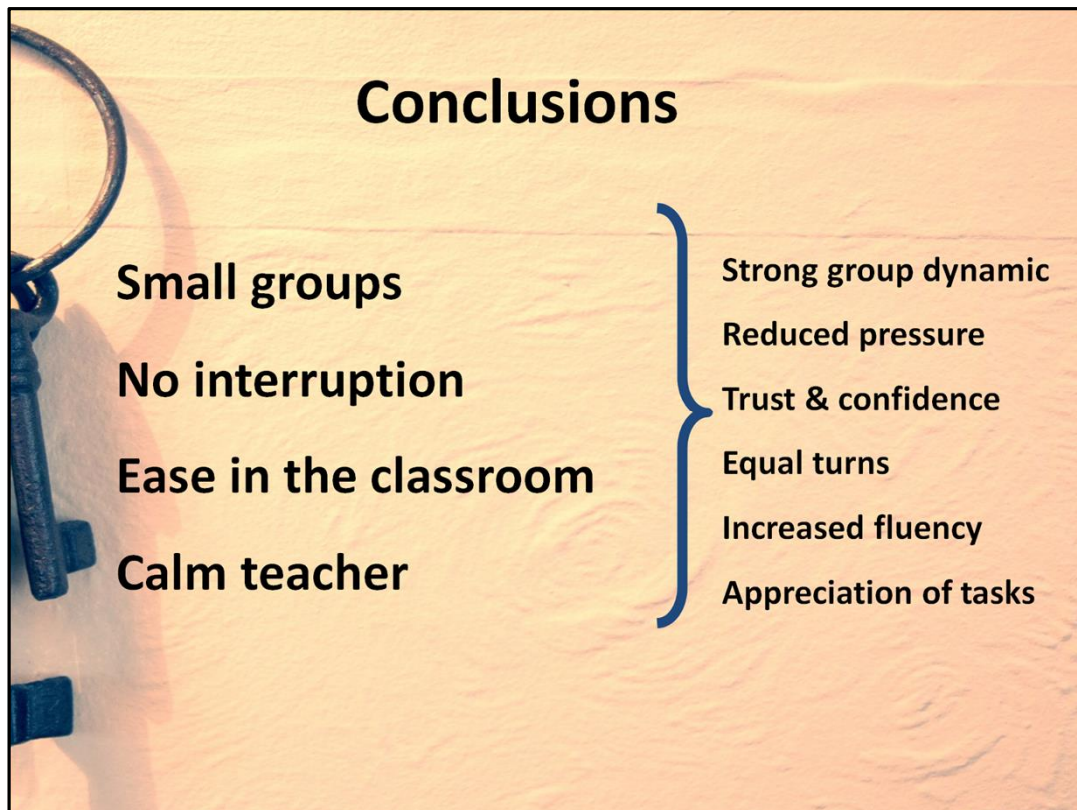
agreed to disagree –he did concede the effect of my not interrupting the flow of his thoughts in conversation. And I conceded the importance of correcting faulty language as that is ultimately our job!



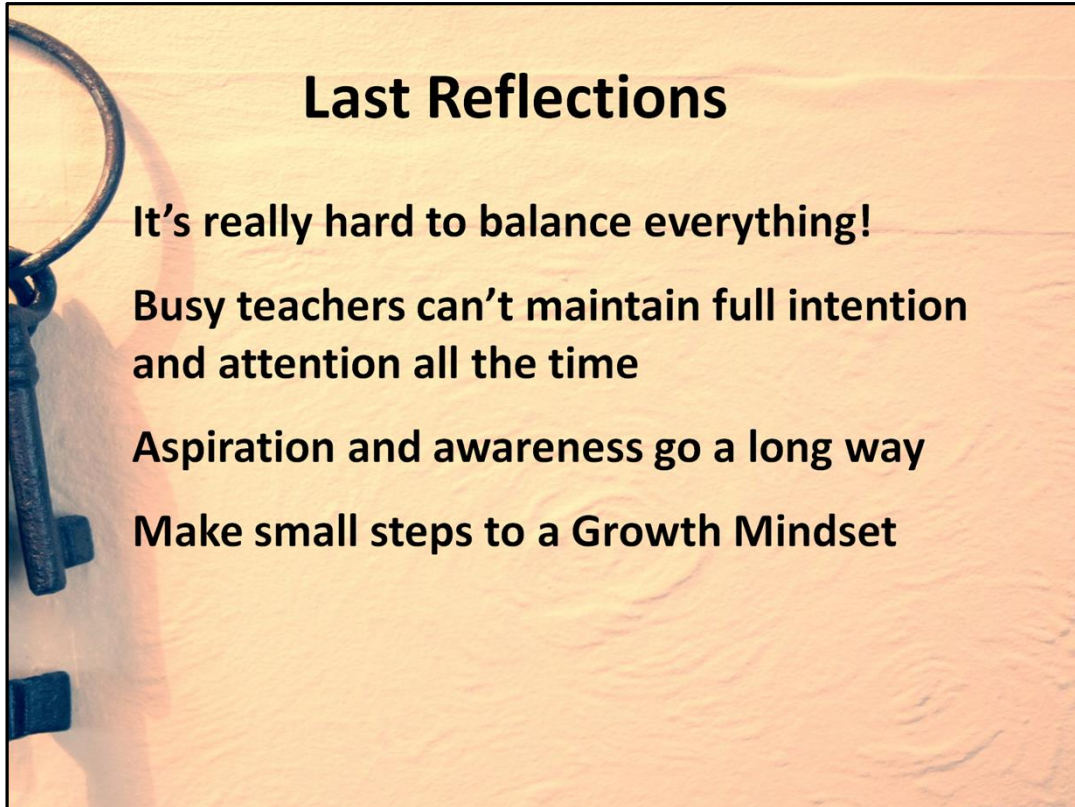
Finally, confirmation that the coach-approach achieved its aim to facilitate increased oral fluency.



Adrian Underhill put it so well in a comment who wrote in my blog:
Silence is important, "both in sense of not saying what does not need to be said, and in the sense of reducing the psychological noise in class. A kind of inner quietness. ... according to what they do, ... see what they need that they can work out for themselves, and what they need that must be given. In the former case we can assist by helping them to draw out that knowledge from themselves, and in the latter we can give them the least that is enough for them to gain insight for themselves. It is the learners who need to practice language not the teacher, so it helps if the teacher can keep the airwaves free!"
Adrian Underhill, 6, Feb 2016



So to conclude from these findings and evidence....



Lastly, since completing the MA – I'm currently awaiting the final end result – and teaching these students in their 3rd semester, I have further insights.

It's really difficult to maintain this degree of intention and attention! The model is really aspirational in the hullabaloo of daily teaching life. It's really hard to balance all the elements and constantly reflect on and in action. But this is similar to what I concluded about how it is being a new Practitioner Researcher. I found it really hard balancing all the parts involved in being both teacher and researcher in class. But that's what I want to do more of, so I have to learn new techniques and create new habits. Equally, with using the model, as I say myself, it's about having a growth mindset, keeping the 10 components present in my classes and paying attention to myself.

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**Coach Mindset:
Teach with it.
Learn from it.**

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