

A transition to Language Coach

Interview with Olga Dobrókáné, English teacher, Hungary



“It was a wonderful journey of becoming a language coach”

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

I have been teaching English as a second language for more than 20 years. I worked in the public sector for 19 years, and dealt mainly with children, but the unfavourable changes in our Education System made me rethink my life. Since then I have experienced teaching students from the age of 5 to 78. I worked online, offline and had classes for groups and individuals as well.

How did you find the course?

It was a wonderful journey of becoming a language coach. Getting fascinating insights into the functions of the brain, acquiring professional coaching skills, learning techniques, practising through role-plays, getting useful tips regarding the future were all thrilling experience. I don't say it was easy. Though Rachel kept saying 'Be gentle with your Brain!' I learnt a lot. The more I knew the more I wanted to know. I couldn't help watching more and more videos and read articles about neuroscience. Although I felt lost sometimes, by the end of the course all the puzzle pieces were put to their places. I was looking forward to the classes every day, thanks to the dopamine flush given by Rachel.

“I am more than happy to have found this course. The combination of the elements of “neuro”, “language” and “coaching” gives the opportunity to my students and clients to overcome their difficulties, moreover, find the joy in learning and using the language”

Which highlights or insights did you gain from the LCC?

I was looking for a platform, a method or a teaching support where I could learn how to handle the unique obstacles learners are facing to. A had met quite a few adults who stuck in a certain level, didn't have the nerve to communicate, or struggled with expressing their thoughts in a proper way. I am more than happy to have found this course. The combination of the elements of “neuro”,

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

I used to teach from well-written course books but now I create my own materials, use videos, articles, short stories, reflecting to the special needs of my coachees. I also pay even more attention to how they feel, what they like, in what way they find comfort. With goal settings and action settings I became more straightforward, while chunking down the grammar made my explanations more understandable.

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

I became more brain-conscious, I consider it a wonder. I started to listen to TED-talks and read articles about the function and usage of the brain, helps me to control my emotions. Moreover, I listen to my family members more attentively, use more open questions, and I accept them as they are more than ever.

How would you describe your professional development after the course?

Being a teacher has always been the best part of my life, I have always been loved, respected and appreciated. And yet, now I feel even more confident, self-conscious, somehow outstanding. What I have done so far was from my instincts and experiences, now I know why and how to do it professionally (What I do and have been doing for quite a while is different from what I have learnt at university 20 years ago).

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

I incorporated the coaching approach in my private tutoring. I handle the students and clients as equal partners and let them feel they are in control of the learning process. I don’t mind sharing how the brain works to calm them down, and comfort them when they have exaggerated emotional reactions.

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

They find the lessons more enjoyable, feel more secure, relaxed. It is wonderful to see the relief in their eyes and even their posture when they are asked how and what they would like to learn. They don’t feel they are the subjects of the learning process but the master of it.

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