



Neuro Language Coaching



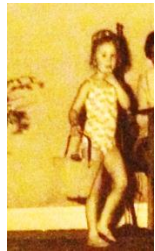
# Can Language Learning be Brain Friendly?





# Lifelong development

- Moved to Spain and started teaching English at 17
- Became entrepreneur with first business in Spain at 21
- Access to university in Spain in Spanish at 25
- Studied law in Spain and UK – BA Honours Law and Spanish at 33
- MA Master in Human Rights and Democratization at 34
- Fully Qualified UK Lawyer at 37
- Visiting Lecturer University Verona (Legal English) at 38 /self employed ESP trainer
- Life Coach qualifications – PCC Coach Int'l Coach Federation 2005 - 2020
- Founded Efficient Language Coaching 2008
- Created method and approach Neurolanguage Coaching® 2012
- Neuroscientist - MA in Applied Neuroscience
- Neurolanguage Coaching Book 2016 – Brain Friendly Grammar Book 2019
- Ancient Greek and Latin at school as well as French
- Spanish, Italian, German, some Catalan, basic Russian, basic Arabic





# Brain friendly Language Learning

- Brain friendly communication - Coaching style
- Understand and talk about the brain
- Motivation for Language Learning
- Ownership of the Learning
- Neurolanguage Coaching = Brain friendly
- EnRICH learning





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# 1. Brain friendly communication - Modifying the way we speak





# Potential Limbic Triggers in Learning

How we communicate could be an emotional trigger!



# Coaching, Neuroscience and Language connections

- Coaching in the business world/life coaching
- Competences of a coach
  - Profound awareness of Active listening
  - Powerful Questions are key
- Skillful coaching conversations
- Ability to manage conversation at all times
- Add the neuroscience in practise
- Connect the language associations





# Grammar in brain-friendly coaching conversations

- Grammar topics can provoke limbic reactions.
- Language coaching becomes a dance between language teaching and language coaching but with a non-directive style
- Coach must break down the grammatical area into a step by step build-up of the topic to the level of the coachee
- PACT PQC© is a dynamic model and each part will be used whenever appropriate





# Constant connection native/target languages

- My own personal connecting experience – from French, Latin and Greek to Spanish, Catalan, Italian, German, basic Arabic, Russian and Chinese
- Last year some fascinating research  
Kirsten Weber, Morten H. Christiansen, Karl Magnus Petersson, Peter Indefrey, and Peter Hagoort. **fMRI Syntactic and Lexical Repetition Effects Reveal the Initial Stages of Learning a New Language.** *Journal of Neuroscience*, June 2016  
DOI: [10.1523/JNEUROSCI.3180-15.2016](https://doi.org/10.1523/JNEUROSCI.3180-15.2016)







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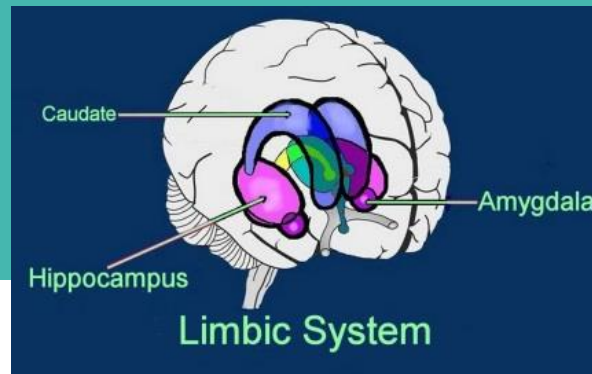
## 2. Understand and talk about the brain





# We all need to understand the Limbic System

- The mid-brain or emotional brain or limbic system houses our emotions, feelings of pleasure and short term memory.
- How does our limbic system react under threat?
- How does this affect the learner?





# Social Pain/Emotional Pain and Xenoglossophobia

- Research into social pain – Dr Matthew Lieberman
- Research into emotional pain – Dr Naomi Eisenberger
- The brain registers social/emotional pain the same as physical pain
- Xenoglossophobia – fear to speak languages
- Fight or flight response provokes lack of resources to key learning areas of the brain

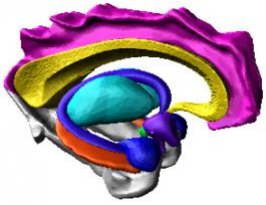




# Potential Limbic Language Learning Triggers!

- Xenoglossophobia – fear and anxiety of foreign languages
  - Anxiety is found to have a detrimental effect on students' confidence, self-esteem and level of participation. Horwitz, E. K.; Horwitz, M. B.; Cope, J. (1986). "Foreign Language Classroom Anxiety". The Modern Language Journal. 70 (ii). doi:10.2307/327317. 2
  - Telephone xenoglossophobia!!!
- Negative mindset (no self-belief or self-confidence)
- Bad learning memories
- Problem of certainty - where does language learning end?
- Status
- Independent learners
- Fairness, Shame, feeling stupid – negative attitude of others!





# Coaching around triggers

- Coach the learner around any emotional triggers that may arise spontaneously at any time
- Ensure the coaching questions during the learning process do not arouse the defence mechanisms or the limbic system
- Ask open questions and non-leading questions to inspire thought processes and maintain neutrality and non-judgement at all times
- Educator knows about social and emotional pain and the impact this may have on the emotional brain of a learner
- Educator talks about the brain so that the learner him/herself fully understands the reason for any reactions





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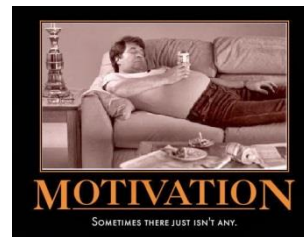
### 3. Motivation for Language Learning





# Motivation is absolutely crucial

- Extrinsic and Intrinsic motivation are different - Neuroscience shows us that different parts of the brain activated with each. The anterior insular cortex (AIC) was activated during self-determined behavior and the angular gyrus was more activated during non-self-determined behavior (Lee & Reeve, 2012)





# MOTIVATION

SOMETIMES THERE JUST ISN'T ANY.





# Motivation is absolutely crucial

- What is the motivation for language learning?
  - Reasons are NOT motivation!
  - Ultimate vision or mission?
  - What can we do to make the process enjoyable?
  - Honesty when there is neither!
  - Hardest part – how do we maintain the language learning motivation?





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## 4. Ownership of the learning

**Who  
Owns  
You?**





# Ownership of the learning

Brain friendly :

- getting the learner to set his/her own goals and actions shifts the ownership of the process
- discovering the underlying motivation that energises the learner and this “motivation” gives the real meaning to the learning journey and also assists with the ownership of the process
- getting the commitment to the process from both parties, so that both coach and learner are fully committed to the learning process





# Ownership of the learning

- “The one who does the work is in fact one who does the learning” - Doyle, T
- Actively involve learner in preparation, elaboration topics or material during sessions and process of consolidation after sessions
- Coach at all times should have the roadmap and learner should be the one creating the “stuffing”
- Sheldon and Kasser - “when students were autonomously self-regulating, they displayed more goal attainment progress and the goal attainment was positively related to well-being outcomes. “





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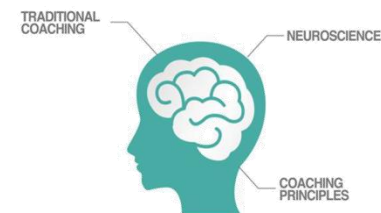
# 5. Neurolanguage Coaching Process Brain friendly





# Neurolanguage Coaching®

- ❖ Integrates principles of coaching, models, tools and ICF ethics and competences
- ❖ Integrates principles of neuroscience, thinking and performing brain, provoking/facilitating brain connections
- ❖ Introduces new neurolanguage coaching models and tools
- ❖ Chunking down effect creates systematic method
- ❖ Framework – adapts to your personality
- ❖ Goes one step further than normal language coaching by introducing the neuroscience
- ❖ Language Expertise



# Neurolanguage Coaching = Brain friendly

- Coaching Conversations – different Communication patterns
- The framework and structure of engagement
- The HALLMARK first session with a learner
- Unique Mechanical and Mastery Goal Settings
- Unique goal reviews
- Using Coaching conversations and models when needed
- Coaching around emotional triggers
- Brain friendly Grammar conversations





# Follow how the brain likes to learn

- Brain likes real and personal
- Brain is a predictive machine and tries to understand everything
- Chunking down
- Spacing techniques
- Certainty
- Focus and attention
- Create patterns and logical order for the subconscious brain to be picking up and connecting with



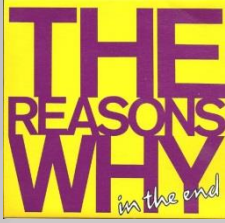




En-RICH-ening the learning process  
(cited:Brain Friendly Grammar,  
Rachel Paling 2019, Express  
Publishing)







# Reason

- Brain always wants a “reason”!
- Once the brain is given a reason, the brain becomes calmer
- When we are not given the reason, this disassociates the learner totally from the topic
- Be able to explain cause, reason, origin.



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# INSPIRATION

- Once brain is inspired, it becomes “fired up”.
- Inspiration for learning comes from deeper visions and passions
- We really have to tap into this to get that firing up of the energy in the learning process and to keep our coachee committed and “IN IT” all the way





# Curiosity

- Triggers the reward circuitry of the brain.
- Brain becomes like a child's brain; inquisitive and hungry to understand and learn more
- Open the doors of curiosity.
- Have provoking conversations and really trigger that thirst for knowledge and curiosity at all times





# Heart

- Once the brain and the heart are in coherence, learning becomes easier
- Stress chemicals and the fight or flight status can hinder the learning process
- The more you can get the learner to feel positively impacted emotionally, the more instant the learning may become
- We want them to be so emotionally impacted that they will remember and store the information “instantly”





It is not about US – it's about us  
making them awesome!





Thank You for listening 😊

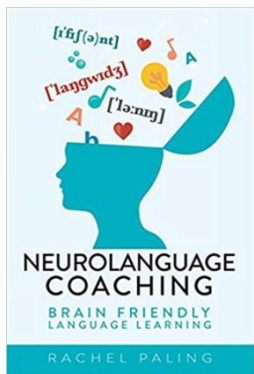
**Neurolanguage Coaching for language teachers**  
**Neurolanguage Communication for any teachers**

[www.neurolanguagecoaching.com](http://www.neurolanguagecoaching.com)

[info@efficientlanguagecoaching.com](mailto:info@efficientlanguagecoaching.com)

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