

Application of the Linguo Coaching in Teaching English as a Foreign Language: Case of Kazakhstan

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ABSTRACT

In the context of modernizing Kazakhstani education, there is a pressing need to identify new and effective approaches to teaching English at tertiary level. A review of the latest developments in modern linguistic education and relevant pedagogical innovations has revealed the continued relevance of personality-oriented, competence-based and culturally-oriented approaches. Among the current innovative methods and technologies introduced in educational practice, special attention is being paid to coaching, which does not aim to teach, but rather to help students to learn. Pedagogical coaching has a number of advantages. Primarily, it is aimed at increasing the efficiency of the teacher. Pedagogical coaching enables teachers to provide students with the necessary support along their educational trajectory, based on the principles and achievements of the personality-oriented approach as well as to demonstrate the potential of coaching and linguo-coaching as a means of facilitating the continuing professional development of foreign language teachers. The authors conducted an analysis and selection of coaching techniques, developed a portfolio of coaching sessions to be tested within the framework of the implementation of advanced training for foreign language teachers. The novelty of this study lies in the fact that Linguo Coaching method is not developed in Kazakhstani educational system yet and has a big potential to be implemented. Besides, a portfolio of coaching sessions for teachers has been designed and explains its effectiveness. The practical outcome of the study is a set of selected coaching techniques, which have been used to form a portfolio of coaching sessions for foreign language teachers. The findings of the study may be utilized by institutions specializing in advanced teacher training. The aim of the article is to disclose the contribution of adapted AJ Hoge English teaching method to the success of Linguo Coaching. The tasks that can be solved within the framework of the research are as follows: to compare classic and modern teaching methods; to apply coaching session of creating a personal language program based on the coaching techniques, storytelling and language wheel. The approach is relevant for today and the task is to investigate the role of coaching technologies to enable an experimental group of students to learn faster and better taking into account the personality traits and internal characteristics of each student so that coaching can be available to everyone.

Keywords: Coaching approach, linguo-coaching, coaching sessions, coaching techniques

INTRODUCTION

In the context of the development of the information society, there is a transformation of educational approaches: traditional approaches based on the transmission of knowledge are becoming a thing of the past and new ones are emerging, based on the use of information, communication and coaching technologies. Studying the development trends of modern language education and pedagogical innovations, we also found out that this topic has not been studied enough in Kazakhstan, which determines the relevance of using active teaching methods such as Linguo Coaching.

According to the Law of the Republic of Kazakhstan dated July 27, 2017 No. 352 "On introducing amendments and additions to the order of the Minister of Education and Science of the Republic of Kazakhstan, one of the main goals of the updating the educational content in the Republic of Kazakhstan is to update the educational program, introduce a criteria-based assessment system in the context of the highest level of pedagogical activity and the constant improvement

of education, training, and comprehensive development of students in the global information world.

The content differences of the updated curricula are:

- pedagogical goal setting at educational levels and throughout the entire course of study, which makes it possible to take into account intra-subject connections as much as possible;

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The priority goals of learning a foreign language are:

- formation of the so-called communicative concept, focused on the entry of school graduates into various areas of work;
- mastering the skills and abilities necessary in all kinds of life situations;
- fostering positive attitudes among students towards people and society as a whole; developing motivation to learn a foreign language through the formation of needs to better and more accurately understand the world around us and be understood by it; awareness of the importance of speaking a foreign language for socialization in the modern world;
- development of motivation to learn a foreign language, creation of conditions for the manifestation of internal motivations for learning, students' awareness the importance of proficiency in a foreign language as one of the conditions for successful adaptation in the social space,
- development of self-educational potential of students. The development of self-learning of a foreign language student in the context of self-development, stimulation of the process of self-development and self-learning of the individual is considered.

We therefore believe that Linguo Coaching can help to achieve all of the above. Because coaching teaches people to be more goal-oriented, stimulates self-learning, motivates people to believe in themselves, masters not only the language but the attitude to be a more positive person with strong communication skills.

The main change in the teaching of English in Kazakhstan has been the move from traditional teaching, which focused on teaching grammar and vocabulary, knowledge of the rules of using the language, to teaching based on teaching communication skills, teaching competence.

A number of teachers in various countries have indicated that, in addition to utilising textbooks aligned with the Common European Framework of Reference for Languages (2001), the revised curriculum has prompted them to adopt a communicative and competency-based approach to their teaching, to prioritise language use and the development of oral skills, and to encourage learners to assume a more active role in their training (Beresova, 2011). In addition, Mirici classifies the principles of the CEFR as Learner Autonomy, Self-assessment and Cultural Diversity (Reference).

However, the influence of application of the CEFR in Kazakhstan is not so widely researched. Scientists such as Zhorabekova and Tleuzhanova (2021) wrote about increase of teacher training in level teaching applying the CEFR

principles in the lesson planning and teaching of English and as a foreign language at the level of the Kazakhstani school system.

Upon completion of general secondary education approved by order of the Minister of Education and Science of the Republic of Kazakhstan dated November 8, 2012 No. 500 "On approval of Model curriculum for primary, basic secondary , general secondary education of the Republic of Kazakhstan" (registered in the Register of State Registration of Normative Legal Acts of the Republic of Kazakhstan under No. 8170):

Students are expected to achieve language level B2 in English in accordance with the CEFR . However, when the students leave school, not all of them can reached the B2 level according to the state standards. Various reasons can be an obstacle, such as overcrowding in classes, low competence of teachers, low motivation to learn, lack of technical equipment, etc.

To assist students who are experiencing difficulties in their academic studies, coaching method offers intensive learning opportunities at home or during additional courses. This is particularly relevant for students who require additional support to join university or when they already study on the first course of non-linguistic faculty at university.

The implementation of coaching sessions at the outset of the course would facilitate the analysis of students' readiness, interest, and needs. To set challenging yet achievable goals, to enhance self-belief and motivation.

We are convinced that Linguo Coaching method replies the goals of the State Program of Education and should be included as an extra course in high school or foundation school when students want to join University.

The main aim of the research is to prove the effectiveness of Linguo Coaching in A2 level English teaching and identify the components of such effectiveness. This study focuses on portfolio of coaching sessions to be tested on the two groups of students during a month. The qualitative research with diagnostical and final coach sessions will show whether traditional method or coaching method was more effective.

REVIEW OF LITERATURE

The founder of coaching, Timothy Gallwey, is an American business coach. He defined coaching as "revealing a person's potential in order to maximize his or her effectiveness. Coaching does not teach, but helps to learn".

Building upon this notion, the "Inner game" theory proposed by Gallwey (2001) posits that all transformative changes in people's lives originate from an internal source. Gallwey specifically illustrates how athletes who excel in their "inner game" are more likely to achieve success in their actual competitive endeavors.

According to Lytkina (2019), the primary distinction between coaching and traditional forms of training lies in the emphasis on the intrinsic potential of the student-client. This approach espouses a partnership between teacher and student, in contrast to the traditional learning process, which assumes a hierarchical relationship. In the coaching process, an internal resource is sought to achieve the task at hand. Consequently, a person-oriented method is employed, which entails the use of open-ended questions (what? how? why?). The teacher-coach does not dictate to the student what they should do; instead, they ask open-ended questions to encourage the student to identify their own needs and solutions. This approach allows the teacher-coach to gain an understanding of the student's existing working strategies and identify any gaps in their learning. For instance, a student may already be using a technique such as memorising new words using cards to learn another foreign language.

The problem of using coaching as a general didactic teaching method and its transformations in the form of specific didactic methods has been repeatedly considered in a number of scientific and methodological works by foreign teachers and psychologists: Gallwey (2001), Stoetzel (2022), Parslou(2003), Tsybina (2007), Hope (2022) , and others (Reference).

It has been observed that Coaching methods in education are not well researched in Kazakhstan yet. Among Kazakh scientists who implemented coaching methods in teaching Kazakh literature are Karinov, Smagulov, Takirov, and Zhumagulov. (2023) only last names. In the research they managed to integrate coaching and mentoring methods into literature pedagogy that inspired students to develop “life scenarios,” thereby propelling them towards goal achievement and academic success.

According to Kadyrova (2017) opinion, Coaching is long-standing concepts in Kazakh education, originally used during the Soviet period. The terms ‘nastavnichestvo’ and ‘shevstvo’ within the USSR education system focused on the socialisation and support of newly qualified teachers, and included the principles of guiding, supporting, coaching and mentoring.

Kazakh philosopher Abay provides insights into motivating young individuals for academic pursuits with the following statement: “A child does not naturally have the desire to learn. They must be influenced through coercion or incentives until they develop a thirst for knowledge” (Abay, 2005, p. 151).

Additionally, the idea of a “thirst for knowledge” aligns with the principles of the “inner game” theory (Gallwey, 2005), which emphasizes the importance of students studying independently without external supervision from teachers, parents, or siblings.

Definition by Gallwey (2001), who described coaching as a process of “...unleashing a person's potential in order to maximize their effectiveness”. It is important to note that during a coaching session, the coach does not give advice or offer ready-made solutions. He builds a dialogue with a person by asking questions, thereby encouraging him to independently set goals and formulate tasks, look for ways to achieve these goals and solve the tasks set. The coach does not teach, unlike a trainer or teacher, he helps to learn by increasing motivation, correctly formulating goals, revealing the potential and resource of the student himself. A professional coach must have a number of competencies, the degree of proficiency in which determines the level of qualification of the coach in the process of his certification:

1. Compliance with ethical standards and professional standards.
2. Establishing a Coaching Agreement (the ability to understand what is required in each specific coaching interaction with the client and to establish an agreement with the prospective and new client about the coaching process and your relationship).
3. Developing a trusting relationship with the client.
4. Coaching presence (the ability to be fully aware and create a relaxed relationship with the client by demonstrating an open, flexible and confident demeanor).
5. Active listening (the ability to fully concentrate on what the client is saying and not saying, to understand the meaning of what is said in the context of the client's desires and to support the client's process of expressing their feelings and thoughts).
6. “Power” questions (the ability to ask questions that reveal the information needed for the client to get the most out of the coaching interaction and to facilitate the coaching relationship).
7. Direct communication (the ability to communicate effectively throughout the coaching sessions and to use the language that has the greatest positive impact on the client).
8. Fostering awareness (the ability to integrate and accurately evaluate multiple sources of information). Coaches are accredited by the International Coach Federation (ICF), which offers three levels of coach certification: Associate Certified Coach (ACC), Professional Certified Coach (PCC) and Master Certified Coach (MCC).
9. Action design (the ability to create opportunities with the client for continuous learning during coaching and in life/work, and to take new actions that will most effectively lead to the agreed coaching outcomes).
10. Planning and goal setting (the ability to develop an effective coaching plan with the client and to support its implementation).

- 11. Managing progress and accountability (the ability to keep the focus on what is important to the client and to hold the client accountable for taking action) (Lytkina, 2019).

When the students have been diagnosed, they move on to the learning program that is based on retelling stories, AJ Hoge reading and audio materials.

In our opinion, to enhance the coaching process, the utilization of storytelling may play a significant role. For example a method of AJ Hoge as an effective method that saves time and energy. His method could be conveniently integrated into students' daily routines, such as during their commutes to school or during leisure time. Or it can be applied in private work with tutor or mini groups up to three people. The effectiveness of this method is proven by American scientist Dr. Krashen (2004) in his work "The Power of reading".

Retelling techniques can be utilized in language education to help students improve their comprehension and discourse understanding. According to Stoicovy (2004), recounting is beneficial for language acquisition because it helps pupils organize the information they have read into new categories. Furthermore, teachers can assess their pupils' comprehension of what they read or hear by using the Retelling technique. Furthermore, recounting stories is a typical technique used by a lot of people in communication. One of the suggested methods for helping language learners get past their difficulties speaking the target language is to tell stories. This will help them learn new vocabulary and improve their understanding of grammar and pronunciation.

Retelling stories to pupils helps them become more proficient speakers and expands their vocabulary. Students will have the chance to speak in English in the classroom by retelling stories. Retelling also aids teachers in determining the degree to which their charges have understood the material they have read or heard. Furthermore, recounting stories is a typical technique used by a lot of people in communication. Retelling is a task that encourages students to share what they have learnt with others while also helping them concentrate on their comprehension of what they have read. A written assignment or an oral presentation can be used for storytelling, and it requires paying attention to the key elements of the story, such as the topic, character, setting, problem, events, and solution.

According to Purwatiningsih (2015, p. 59), describe story-retelling as a method or approach in language instruction. It highlights the importance of real-world tasks as social, motivational, and language-learning aids in educational settings. Students also come to like language learning as a result. Retelling the narrative helped students communicate

the story's chronological events more smoothly, which made the speaking exercise more enjoyable. By using the story-retelling technique, pupils can show that they understand the narrative.

METHOD

Research Design

This study was based on the qualitative research method. The data was proved by conducting document analysis, observation of pedagogical experience, design of a portfolio coaching sessions employed a convenience sampling to investigate the perspectives of coaching methods in teaching English as a foreign language among Kazakh students.

Ten students participated in this study. With regard to the ethical considerations of the research, all participants were provided with an informed consent letter prior to their involvement. The consent form was designed to provide participants with comprehensive information about the study, a clear understanding of the research aims, and to ensure voluntary participation. Furthermore, the participants were informed of the measures taken to ensure anonymity and confidentiality. Content validity was kept based on Curriculum and Syllabus. Internal and external validity were also based on construction that the situation of experimental class was treated naturally by following the University schedule.

This choice of research design was driven by practical considerations, including the relatively short duration (1 month) and the limited number of participants. Students attended classes three time a week per one hour.

Students were selected using volunteer basis A2. The tutees are divided into 2 groups: 1 is the control group and 1 is the experimental group. The control group listens to the traditional course material according the curriculum. The experimental group listens to the tutorial material and is advised according to the methods of language wheel, adapted AJ Hoge method. At the end of each section, the tutees with the control group make the HW; the experimental group makes the HW and the self-control of compliance with the recommended regulations after their training. After the exercises have done the task, they perform control training for the experimental group students. Every tutee has a final coaching session to monitor a progress.

Transcribed interviews data were analyzed using content analysis to classify, summarize, and tabulate. Direct quotations were used from interviewees, and the consistency of opinions was analyzed for inner reliability. To uphold the study's trustworthiness, the researcher performed a member checking process after interpreting the data. The findings were disclosed to the participants, allowing them to engage

in further discussion and provide their own perspectives to enhance the interpretation of the research question.

Participants

First, the study involved 29 STEM faculty of 1 year pre-service math teachers in one of the Astana Universities. There are 15 pre-service math teachers in the experimental group (8 females and 7 males) (Table 1). There are 14 students in the control group (7 males and females) (Table 1). When students had a language self assessment test, 6 students with A2 level were chosen for further coaching sessions from each group. The age of students ranged from 17-19 years. The level of English differentiated from A2-B2 level. The students were enrolled for a course of General English (B1 level) once a week per three academic hours in the second semester 2024.

After a first diagnostic test of the level of English, 6 participants from each group with lower level (A2) who struggle to learn English were chosen for further coaching sessions. According to the data, it can be seen, that students with A2 level studied English from 6-7 years. However, they still do not have an appropriate level for university studying.

Overall, 12 volunteer students whose English proficiency level was A2 participated in the further study. With regard to the ethical considerations of the research, all participants were provided with an informed consent letter prior to their involvement. The consent form was designed to provide participants with comprehensive information about the study, a clear understanding of the research aims, and to ensure voluntary participation. Furthermore, the participants were informed of the measures taken to ensure anonymity and confidentiality. Content validity was kept based on

Table 1: Experimental group. 1 year Pre-STEM teachers' biography information

<i>No</i>	<i>Participants</i>	<i>Age</i>	<i>Learning English experience</i>	<i>Level of English</i>
1.	Aselya	18	8 years	A2
2.	Almas	17	6 years	B2
3.	Yerlan	18	8 years	A2
4.	Zhanibek	18	7 years	A2
5.	Aizhan	19	8 years	B1
6.	Quat	18	6 years	A2
7.	Alibek	19	9 years	B1
8.	Dilyara	19	8 years	B1
9.	Manat	18	6 years	B2
10.	Zulphiya	17	7 years	A2
11.	Aiganym	18	8 years	B1
12.	Aigerim	19	7 years	A2
13.	Dinara	18	6 years	A2
14.	Daniyar	19	7 years	B2
15.	Olzhas	19	7 years	B1

Table 2: Control group. 1 year Pre-STEM teachers' biography information

<i>No</i>	<i>Pseudonyms</i>	<i>Age</i>	<i>Learning English experience</i>	<i>Level of English</i>
1.	Yeskendir	18	8 years	B2
2.	Aldiyar	17	6 years	A2
3.	Askar	18	8 years	B1
4.	Amina	18	7 years	A2
5.	Akbota	19	8 years	B2
6.	Nazerke	18	6 years	A2
7.	Merey	19	9 years	B2
8.	Aidos	19	8 years	B1
9.	Alina	18	6 years	A2
10.	Aibek	17	7 years	A2
11.	Aset	18	8 years	B2
12.	Aigerim	19	7 years	A2
13.	Madina	18	6 years	B1
14.	Zhandos	19	7 years	B2

Curriculum and Syllabus. Internal and external validity were also based on construction that the situation of experimental class was treated naturally by following the University schedule.

Data Collection

There are already many basic language barriers and problems that students faced during their studies before and were revealed during first coaching session:

Student 1: "I always studied well and passed my tests during my school time however I always was not confident to speak and make mistakes."

Student 2: "I understood the listening tasks from the book on the lessons. However, when I heard a natural speech from native speakers I felt lost. It seems that I learnt a different language before. My knowledge from school were not enough".

Student 3: "I spent so many years to study English at school, at home. I attended language courses. I think that doing exercises from the book and checking them with a teacher is not enough. I feel so insecure to communicate. I know that I know how to say, I translate a speech in my head but it takes time to think, analyze and translate. People will not wait for this long process."

Analyzing the answers of the students, we came to the conclusion that they have common problem to produce speech in English instantly. Students in most cases had average and over average school marks at school that proves

their grasp of theoretical knowledge of language. However, it is difficult to apply the knowledge in practice. It takes time to translate the language for them and then create an appropriate answer. Also, it is hard for them to understand a natural English speech as English is a foreign language for them and they have to study it in artificial environment.

The level of students was determined during the first diagnostic session. Students had a self-reflection through the Assessment grid of levels designed by CEFR and language wheel.

The results are presented in the form of charts and in a table:

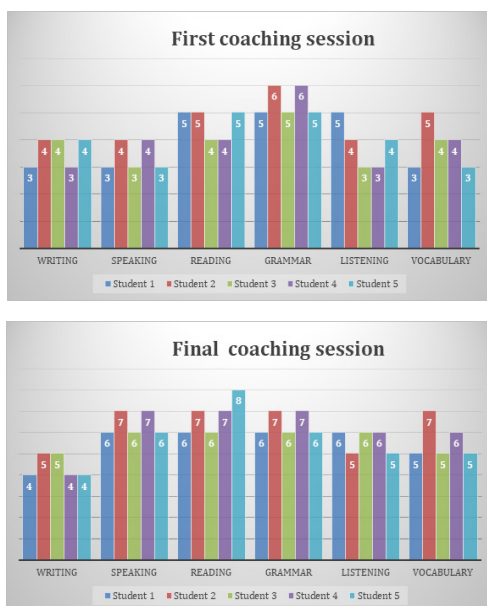


Fig. 1: Experimental group

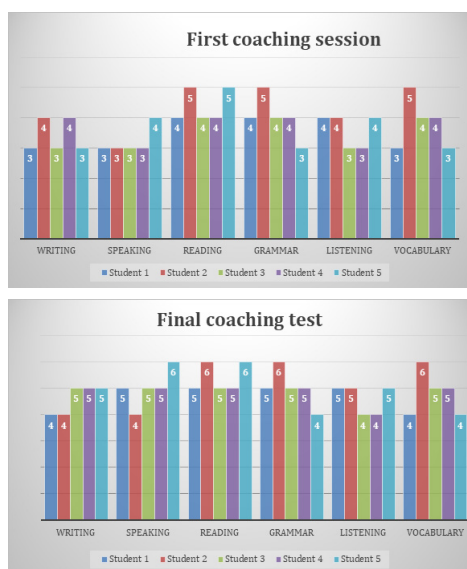


Fig. 2: Control group

Data analysis

According to the data collected, the students experienced a gradual improvement in their language skills during the one month course (12 sessions) when the suggested adjustments were applied. At the end of the course, the general satisfaction scores of the students increased significantly, and all students stated that they would like to continue English training with the received coaching program. It has been observed that, after the language training that ends with storytelling and delivers content, the language acquisition process is at its peak and significantly increases the effectiveness of the students' language performance in reading, listening, and speaking areas.

Both groups demonstrated positive outcomes in language learning. Students in the experimental group exhibited greater progress on the scale from 1-10. When they employed coaching techniques, they were able to apply their grammar knowledge to their spoken language. The results of the experimental group were, on average, 1-2 points higher than those of the control group in almost all sections, with the exception of writing and grammar skills, where the progress was equal among all students (up by 1 point). The highest progress was observed in the experimental group in the areas of speaking, reading and listening skills (up to 3 points higher).

Specifically, the speaking skills of the experimental group demonstrated a 2-3 point growth in comparison to the control group, which exhibited a leveling off or a 0-1 point progress. The listening skills of the experimental group exhibited a 1-3 point growth, whereas the control group exhibited a 1 point progress. The reading skills of the experimental group exhibited a 2 point growth, whereas the control group exhibited a 1 point growth. The experimental group demonstrated an improvement in vocabulary skills by 1-2 points, while the control group exhibited a 1-point increase.

Students clearly demonstrated the positive growth of internal motivation due to systematic goal setting, the presence of feedback, and the involvement of students in the learning process, as well as significant cognitive changes and an increase in the level of foreign language proficiency, after linguistic coaching was introduced into the educational process. In language coaching, the focus of assessment lies not in personal traits but rather in the caliber of the work produced.

Since each student receives a unique trajectory of educational activities and responsibilities, there is no comparison of students with one another. The objective is to contrast individual accomplishments via introspection, and subsequent correction, analysis and comprehension

is impossible master a foreign language at the proper level. The above techniques remove barriers in the communication process and form communication skills at the proper level. This contributes growth of positive self-esteem, increases the internal motivation of students to master a foreign language.

Form The following information shows the decoded oral answers of students from the interview in the final coaching session (experimental group):

Student 1: “Before I learnt the grammar directly separately from the context. Now I finally realized where this knowledge may be applied. I was surprised that I can make a speech already during the first lesson. I learnt English many years: rules, words, phrases. I felt already demotivated that will never start speaking”. Linguo Coaching made me believe in myself more.

Student 2: “I liked the technique of using a language wheel. It obviously reflects my knowledge of language very fast and clearly. Also, I find that curious unordinary words that were in the text helped me to keep interest and not forget a content of the text. I never read such funny stories before. It is a pleasure that I can learn grammar as well without understanding that it is a grammar rule”.

Student 3: “I enjoyed learning English using coaching methods. It helped me to increase my listening, reading and speaking skills. I like that we talked on different topics including family, society problems.

It was very convenient that I could listen the information from the bus on my way home and save my time”.

Student 4: “I am glad that I received an individual program to study and realized where concretely I have problems in the language learning. I feel more inspired to learn now because I have new dreams now and now exactly where I may apply English knowledge.”

Student 5: “My English fluency is mush better higher now”. Before I struggled to understand listening. But the slow version of the listening helped me to distinguish difficult words between each other. After I could apply them in my speech and retelling to a teacher. I wish I started learning English from this method before”.

Procedure

Taking into account that coaching sessions have individual approach to gain language goals during the studying process, it might be more appropriate to use coaching techniques individually or in mini groups in order to have high results.

Therefore, three primary methods were utilized in order to solve the language problems: the first involved coaching session to determine a level of a students, his language goals. The second comprised storytelling technique by AJ Hoge to raise a level of English. The final stage included final coaching session again in the form of coaching session in order to see a progress of the studying and compare results between two groups.

First 29 students from experimental and control groups self reflected their language level by Assessment grid of levels according to the CEFR.

Table 1. Assessment grid of levels according to the CEFR

		A1	A2	B1	B2	C1	C2
U N D E R S T A N D I N G S P E A K I N G W R I T I N G	Listening	I can recognise familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.
	Reading	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.
	Spoken Interaction	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can express myself fluently and spontaneously without much obvious searching for expression. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contributions skilfully to those of other speakers.	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.
	Spoken Production	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.
	Writing	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages relating to matters in areas of immediate needs. I can write a very simple personal letter, for example thanking someone for something.	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.	I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select style appropriate to the reader in mind.	I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.

After, 12 students (6 students from each group) with A2 level were chosen for coaching techniques.

Introduction of linguistic coaching into the educational process assumes (Baranova, 2020) :

- two types of goal setting (short-term and long-term);
- diagnostics of the current language level;
- analysis of the potential capabilities of students;
- finding ways to achieve goals

Strategic / Diagnostic session as given to determine the level of motivation, to set new goals to learn language, analyzes his capabilities, and create a future educational trajectory. First meeting with a coach is given in the form session with a questionnaire where all of the four goals will be achieved. A student should evaluate himself first, to analyze at what level he is now, answer the questions choosing the 3 most prioritizing directions out of all options from balance wheel on the scale from 1 -10 using language wheel.

The life balance wheel first time has been used by self-development trainer P.J.Mayer and described by Bitner T. in his book "What's Does Your Wheel look like" (2015). In the coaching session we offer to use wheel of language balance.

On the scale from 0 -10 evaluate yourself. What language skills do you have now? And choose three most prioritizing skills to develop.

Imagine that you are fluent/proficient in English (as a native speaker) in what areas of your life would you use it? (You need to describe the sphere of English language use in 8 sectors.) . Choose 3 the most suitable answers for you.

Spheres:

- travel
- work
- business

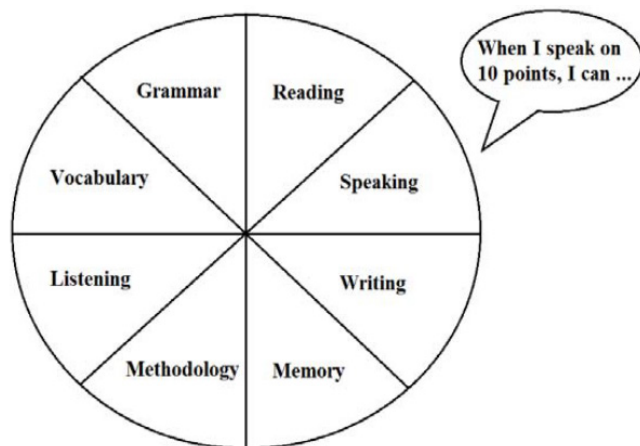


Fig.3 : Wheel of language balance.

- career
- moving abroad (exact date/time/year)
- studying abroad (exact date/time/year)
- preparing for an exam (exact date/time/year)
- reading books (fiction / non-fiction / professional literature, etc.)
- watching TV series in the original
- helping a child with homework
- going to seminars/conferences (how often? When?)
- understanding world speakers in the original (which ones?)
- listening to master classes, webinars (whose? What topics?)
- listening to podcasts (which ones?)
- entering the international market (which one?)
- working with English-speaking clients (which countries?)
- running YouTube in English, etc.

3. What were you were good? at 1 and 2 and 3. Anything else?

After each three-four answers, a coach should sum up all answers, return everything that student has told you.

A coach may use such phrases like:

Let's sum up your answers. Am I correct that...? Am I right that...? Am I missing anything?

Did I understand you correctly that you need?

5. From 0 to 10, how motivated are you to learn the language now?

0 – no motivation, 10 – strong motivation

If your motivation is 7 - ok. below 7 - not ok. What or who would help you raise your motivation to 7 and above?



Fig. 4: Wheel of directions to develop

6. Great. Let's go over these areas again. From 0 to 10, please rate how much lack of knowledge (absence, your level today) of the English language is in your life. (how much does it really hurt today?) We'll go over all the areas with the highest scores.

7. If you needed to know English by tomorrow, for which 3 areas would you need to know the language? Priority 1 / 2 / 3 And why is this important to you right now?

The questions 6 and 7 are very important. If a student is not interested and shows the level of motivation below 5, a coach may finish the session because the learning process will not be effective.

8. How important will it be to you in six months? In a year?

9. Have you studied a language before? / What languages do you speak?

10. How many years? / If you studied at school / college, on courses, believe me, you know more than you think, you just need to pull it out of the archive.

11. Why don't you speak English yet? / Why did you quit? / What did you dislike most about the language? What did you do well? What is the most difficult thing for you in the language?

12. How much time do you have to study the language daily?

13. What else do I need to know about your current situation?

When a first coaching session finishes, a coach creates an individual studying program for a student according to his language goals, interests and abilities.

For individuals who have been learning English for a while but are still unable to speak and comprehend speech by ear, the AJ Hoge teaching technique is perfect. Nevertheless, there should be at least a minimal grammar base, which will help to master the English language faster. The variety of AJ Hoge materials sets them apart.

In our practice we created our own method based on AJ Hoge materials adapted for Kazakhstani students. We made this method more comprehensive to students who struggle to speak and create our own method. This lesson can be taught individually or in mini -groups. Also, benefit of this method is that a student may practice learning autonomously.

We do not give a full text first to read. The text includes specific grammar already but a teacher does not explain the scientific rules but explain how to apply grammar in practice. As the grammar is given here indirectly, a teacher provides mini-grammar teaching: for A2 level students a teacher types the first sentence on the monitor, translates it. If there is a negative form of the verb, he writes it as well. After, a teacher asks 2-3 question to different words in the sentence. A student

should give both positive and negative form answer. Also, one question should relate to student's personal life. Therefore, the retelling of the whole text will not be a text cramming but smooth and logical process comprehended naturally. The information is memorized by little portions. After 3-4 sentences, a teacher asks a student to retell that information. The stories created by AJ Hoge are very unordinary and can be hilarious. This method makes people memorize information faster as it is not trivial. A home assignment is given in the form of listening the same text that was discussed during the lesson and repeating the information after the author. It trains listening and speaking skills of a student.

"Effortless English" methodology by AJ Hoge is grounded in several key elements: comprehensive language acquisition; methodical reinforcement of knowledge; deliberate and judicious selection of educational methods and technologies; engagement of the individual; motivation to learn a foreign language; thematic and communicative foundations of learning. In addition to the communicative approach, AJ Hoge incorporates techniques in his methodology to work with beliefs and the subconscious of both the instructor and the students, such as physical movements that release energy or capture attention, for instance, by using the metaphor "the finger is like a wand" from the Harry Potter mythology and playful enactment of scenes from movies or TV shows, such as Tron and the Star Trek character. The crux of AJ Hoge's teaching technique and approach is grounded in simplification: straightforward English content in all expressions and explanations. (Kaufmann, 2020).

Example of the story by AJ Hoge "Effortless English":

Green Tea story for A1-A2 level

There is the text and 2 audios. First audio contains the words of the text. The second audio contains questions to the text that a student should answer. After these questions are practices with a teacher. At the end a student retells the whole version of the text.

First read the text,

Most importantly do not try to learn it by heart

Listen to the audio story several times

Listen to the audio story and answer the questions

Japan to drink green tea.»

Her father says, «I want to help you, for sure, but I just don't have the money. Why don't you go to the bank and get money.»

The frog runs to the bank. She There is a frog. She lives in Austin, Texas. The frog really loves tea. Everyday, she drinks 85 cups of tea. Her favorite tea is green tea.

One day, she meets a Japanese man. The man tells the frog, «If you love green tea, you should go to Japan. Japan has the best green tea in the world».

The frog is very excited. Unfortunately, she doesn't have any money. She needs money to buy a plane ticket to Japan. She wants to buy a Japan Rail Pass as well.

So she goes to her Mom. She asks her mother, «Can you please give me 4000 dollars. I want to go to Japan to drink green tea».

Her mother says, «Are you crazy? I don't have 4000 dollars».

The frog doesn't give up. She goes to her Dad and says, «Dad, can you please give me 4000 dollars. I really want to go to goes inside and looks around. She sees a giant safe in the back. She goes to the safe. Because she is a small frog, no one sees her.

She gets into the safe, and takes 7462 dollars Then she leaves the bank. No one sees her. She buys a first-class ticket to Japan, and a Japan Rail Pass.

When she arrives in Kyoto, Japan she immediately goes to a tea shop. She buys 126 cups of green tea, and drinks them all.

She smiles and says, «That's the best tea I've ever had!»

Vocabulary

- really: very much
- Japan Rail Pass: a train ticket for all trains in Japan
- «are you crazy»: means «your request is unreasonable»
- give up: quit
- for sure: certainly, surely
- why don't you: a polite suggestion
- a safe: a place to keep money
- gets into: enters, goes inside something
- first-class: most expensive ticket
- a shop: a store
- ever: in all of life (span), from birth until now

After students may retell the story in a written or oral form.

DISCUSSION

Based on the findings of language coaching data in the study, it was concluded that language coaching could be used in class speaking English. It should be noted that the subjects of research are people who themselves previously resorted to coaching in situations of professional demand. It seems to us that it will take much preparation and a great deal of theoretical instruction to effectively engage the beginner student in the process and to establish positive contact with him in the class with the help of coaching. In this regard, development work

has become one of the steps in the implementation of this study. We began to study how language coaching can be used by teachers in their professional activities and what guidelines can be given so that they can successfully implement the language coaching program.

It is important to note that reading and listening are prioritized in this approach. Students are given easy texts and audio selections according to AJ Hoge materials considering the interests of students, and eventually the speaking component is integrated. This method's primary characteristic is its lack of attention on grammar. The student is therefore more committed to learning spoken English. The effectiveness of usage adapted version of AJ Hoge teaching method in coaching is supported also by Eastman. "Coaches' cognitive processes can be stimulated by reading literature, which can lead to deeper contemplation on diverse scenarios and an improvement in their emotional intelligence. The potential benefits of literary works can be maximized by incorporating them into coaching methods" (2019, p. 158).

Literary works assist readers, students, and participants in practical ways by fostering psychological, emotional, and communication benefits. Eastman (2019, p. 67) notes that people can effectively express and manage their emotions when they use a coaching toolbox based on literary works. Furthermore, people can successfully handle crises by drawing on previous reading experiences when faced with certain challenges for the first time. Reading literary works also improves conversational skills since it can lead to meaningful discussions about seemingly intractable or unsolvable problems when coaches and mentees have shared knowledge of the same novel. Success in social relationships is largely dependent on effective communication.

Fiction was the main literary genre used by Douglas and Carless (2008) as instructional tools to encourage, motivate, and support athletes through stories—both literary and biographical.

The importance of audio listening is proved by Tracy. According to Tracy (2001), the practice of daily audiobook listening during commutes can be as academically enriching as completing a full bachelor's degree, which traditionally spans 3–4 years.

The suggestion of utilizing audiobooks through audilingual method demonstrated the practical advantages of combining reading, listening with coaching and mentoring. This approach proved beneficial for both enhancing their literary engagement and developing time management skills. After listening of the material coach can train this material with a student encourage him to discuss this topic, retell it.

CONCLUSION AND RECOMMENDATIONS

Developing strong self-belief significantly boosted participants' motivation to pursue their dreams. The majority of students acknowledged that the one-month course empowered them to establish ambitious goals.

Based on the evaluation of the mixed methodology research carried out in this study, it can be stated that teaching English in language-direct method group lessons is more efficient with the use of coaching techniques. As a result of the application of the language team wheel type of coaching scheme in the Storytelling by A.J. Hoge, the teacher plays the role of a coach - a facilitator, an assistant, and the participant self-motivates.

The present research proves that language coaching helps not only to motivate students to learn but also improves their oral communication skills and helps develop other related skills.

The outcome of this is that the participants do not play the role of mere listeners. The Storytelling students and teacher are equals, and such an atmosphere is much more inviting and the task much more appealing. The students do not simply memorize words to satisfy the requirements provided; on the contrary, they speak with a vision of the future.

While it is evident that excessive utilization of coaching methods, as well as transforming school lessons into business coaching sessions, would be inappropriate. It is reasonable to posit that occasional application of these approaches can complement the educational experience. Hence, it can be inferred that integrating coaching and mentoring with literary examples proves beneficial in broadening students' horizons, fostering self-belief, and establishing meaningful goals.

However, it would be beneficial to track the participants' progress over a longer period of time. Adding another survey would be a useful tool in this endeavor. Nevertheless, it is clear that the majority of participants acknowledged the value of literature in fostering personal development, resilience, and growth. As a result, they showed a sincere commitment to self-improvement and began a transformative journey. It is also noteworthy that the literary examples and experimental activities that were presented during the course have the potential to be applied and further investigated.

We would apply coaching sessions at the beginning of the course to analyze students readiness, interest, needs. To set ambitious goals, to increase self-belief and motivation. To help struggling students with lower academic level to intensively learn individually at home or during extra courses, foundation course when they need to join university.

Next, the method of the mini-grammar units blended with storytelling should be carefully adjusted not to overload the

students. Especially if we apply coaching method at B1 and B2 levels, the information contained in the mini-grammar units within the storytelling and the English coursebook is too difficult for the students, and as a result, the language acquisition process may be less effective.

In order to improve writing skills more retelling of stories can be given more in written form. It depends on the individual learning trajectory of a student or mini-group.

An alternative exercise that teachers can do with their students using new technologies is to create their own stories using the vocabulary and grammar of the lesson, integrating AI tools. The use of AI will increase their motivation and pride to learn if they feel they are technologically advanced. For example, Story.com is a site for creating online books with illustrations. Students can create stories very quickly. Such an approach can also be included in coaching sessions as it can save time and energy. Pupils create their stories and a teacher asks them to retell them afterwards.

Nevertheless, we propose that additional Linguo Coaching sessions be incorporated into the school curriculum to enhance students' self-assurance and motivation in attaining their linguistic and life objectives. Linguo Coaching has the capacity to influence not only the acquisition of language skills but also the ability to set and achieve goals.

LIMITATIONS AND SUGGESTIONS FOR THE FUTURE RESEARCH

One month may not provide sufficient time to comprehensively evaluate the long-term outcomes of the course, considering its primary focus on information dissemination and encouraging selfreflection.

Nonetheless, monitoring the participants' progress over an extended duration would be advantageous. Conducting an additional survey would serve as a valuable tool in this endeavor.

We have an idea of testing other coaching techniques in the future research. It would be beneficial to compare the students' subsequent conversations with each other to determine whether they used new vocabulary words that were practiced and retained during the class. Since the gathered data were qualitative, we recommend for future research to include more respondents with different level of English. A very important research question is whether dyslexic students benefit from the AJ Hoge method.

Linguo Coaching sessions may be an effective method for adults who experience difficulty in speaking and understanding authentic speech. This method may particularly suit to individuals who require to learn English rapidly for specific purposes, such as Business English.

As in coaching, the key element of learning is to have a clear understanding of one's goals. Adults are typically more goal-oriented than children, as they have accumulated life experience and are less inclined to waste time.

In conclusion, assessing students' development within a condensed timeframe presents inherent challenges. Nevertheless, it is evident that most participants acknowledged literature's inherent value in fostering personal growth, development, and resilience. As a result, they demonstrated a genuine commitment to self-improvement and embarked on a transformative journey. It is important to note that the literary examples and experimental activities presented during the course exhibit potential for further application and investigation.

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