

## Bio:

Rachel Marie Paling is the CEO of Efficient Language Coaching and creator of Neurolanguage Coaching® and Neuroheart Education®. Rachel started teaching English to adults over 35 years ago. After obtaining a BA Honours in Law and Spanish (with distinction in spoken Spanish) (UK) she did a Masters in Human Rights and Democratization (EMA). She continued with her studies and qualified as a UK Lawyer in 2003, but instead of pursuing a career as a lawyer, she combined her teaching experience, her specialisation in business English and her legal knowledge to language coach top executives across Europe. Through the years 2003 to 2011 she developed herself as a professional life coach and language coach and in 2012 she created the new method and approach for language learning called Neurolanguage Coaching® and began training teachers with one of the first ICF CCE accredited programmes for language teachers worldwide. To date she has trained over 1300 language teachers worldwide and also delivers Advanced, Professional and Ongoing Sessions Courses which all carry the ICF CCE accreditation. She has also trained 32 teacher trainers in her method and

approach, who are licensed to deliver the ELC certification course in 12 different languages across the globe.

In 2020 she founded together with ELC and Gary Houlton, the Neuroheart Education Foundation and developed a new course for teachers of ANY discipline to become Neuroheart Educational coaches, to transform the educational process in schools, universities and corporates worldwide. This course is also accredited with CCE by the ICF.

Rachel is a professionally trained coach with the ICF PCC Coaching Credential and also holds an MA in Applied Neuroscience and a Master in Neuroeducation and Neuropsychology.

## **Abstract:**

## Integrating professional coaching into language learning

Using professional coaching as a vehicle to change the way educators communicate may be the key to helping learners after the pandemic. Some key research explores how coaching conversations impact learner's brains to provoke different trails of thought, and certain models can be used to help to troubleshoot, solve dilemmas and issues and/or help learners' discover themselves. Building up learner autonomy and confidence is essential in language learning and even more so after the scars of the pandemic. Coaching competences can create powerful insights around emotional blocks and trauma where coaches find their own solutions and their own ways forward. Coaching in its purest form is not about telling coaches what to do or offering them solutions, it is about empowering them to self-discovery. In addition understanding how coaching can be a powerful tool to impact creativity may stimulate learners to become language creative and in particular create their own learning processes that are tailored and personalised to the individual coachee. We will also explore how all of this could work for group coaching sessions.

