

**ARMY POLYTECHNIC SCHOOL**



**DEPARTMENT OF LANGUAGES**

**DISTANCE LEARNING MODALITY**

**APPLIED LINGUISTICS IN ENGLISH CAREER**

**RESEARCH PROJECT**

**SUBJECT:**

**COACHING AS A STRATEGY TO IMPROVE THE  
TEACHING AND LEARNING PROCESS OF ENGLISH  
FOR STUDENTS ATTENDING THE EIGHTH LEVEL  
OF THE ONSITE PROGRAM AT THE ARMY  
POLYTECHNIC SCHOOL – DEPARTMENT OF  
LANGUAGE DURING THE MARCH-AUGUST  
SEMESTER, 2010.**

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# CERTIFICATE

We, Lic. Mg. Miguel Ponce M., Director and Lic. Mg. Lilian Avalos, Co-Director, duly certify that the Thesis under the title: “COACHING AS A STRATEGY TO IMPROVE THE TEACHING AND LEARNING PROCESS OF ENGLISH FOR STUDENTS ATTENDING EIGHTH LEVEL OF THE ONSITE PROGRAM AT THE ARMY POLYTECHNIC SCHOOL-DEPATMENT OF LANGUAGES during the March-August semester, 2010” was totally completed by Cecilia Missura, who has finished her studies in Applied Linguistics Career at the distance modality in the Army Polytechnic School, after being studied and verified in all its chapters; the dissertation is authorized in front of the correspondent university authorities.

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Lic. Mg. Miguel Ponce M.

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## **DEDICATORY**

This thesis I dedicate to God for my life, to my grandson for the happiness and unconditional love that brings to me every day. My daughter with whom together we have developed a never ending friendship mother-daughter.

And last but not least my mother who has been a life example and constant support all through the different steps of my life.

## **ACKNOWLEDGEMENT**

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## SUMMARY

This work was done with the purpose to search a way to help students finish the English levels at Army Polytechnic School with a high knowledge of the language in its four abilities within high standards.

It is also meant to help them know the necessity of learning a language and its importance throughout their lives and careers, the more they know, higher would be the possibility of obtaining a better job.

In this project “COACHING” is the method presented that would help teachers and students increase their performance applying the different tools a coach has on hand to help people.

The research took place at the Army Polytechnic School, Department of Languages, through a survey done to 5 classes of the eighth levels with a total of 102 students and 4 teachers. Within the analysis of the survey we found that the working hypothesis is accepted and that coaching would help the teachers and students in their learning process, and the null hypothesis is rejected.

## INTRODUCTION

COACHING has become one of the fastest growing industry within personal development, it is used in sports, business, life, even in dancing and nowadays it is also used in Education, for many years coaching has been used in schools in the United States and England.

With just the definition of Coaching we can understand and believe the usefulness of it, it comes from the work “COACH” something that takes you from one place to another, in this case with the help of a coach you can perform differently and obtain higher achievements, a coach will help you reach where you want to be.

This research gives a description of the different types of coaching and what they want to reach at the end of their work.

This project has been divided in different chapters which are:

### **Part I**

**Chapter I:** In this chapter we analyze the problem that the English Department at the Army Polytechnic School is facing.

### **Part II**

**Chapter II:** The theory of coaching is presented and their different strategies to obtain a good performance like the use of goal setting, motivation, raising self-esteem, time management and procrastination.

**Chapter III:** The teaching a learning process: its purposes, contents, methodology and resources.

**Chapter IV:** In this chapter it is combined the coaching and the teaching and learning process to obtain a high level for the student.

**Chapter V:** Different causes of the core problem are mentioned that also restrain learning of the English language.

### **Part III**

The type of research which was applied and descriptive and of field that allowed to understand the variables.

### **Part IV**

Shows the graphical exposition of the results of the survey and the interviews with its corresponding analysis and comments.

**PART ONE**

**RESEARCH  
PROBLEM**

## **PART ONE**

### **RESEARCH PROBLEM**

“Coaching as a strategy to improve the teaching and learning process of English for students attending the eighth level of the Onsite Program at Army Polytechnic School Department of Language during the March-August semester, 2010.”

#### **1.1 IDENTIFICATION OF THE PROBLEM**

How many students have started studying English in the English Program at Army Polytechnic School.? What is the percentage of repetition and desertion of the students?

Many students are not prepared for university-level work, some commute long distances, others have jobs and families, others are hampered by learning barriers who hide subconscious negative feelings about learning, and we do not find enough teachers who are engaged, creative, responsible and energetic nor they understand their students’ needs in their learning process, so we end with uninterested students or illiterate graduates. The school does not introduce new methods to form creative students capable to contribute to the competitiveness of the country in the globalisation of the world and the results of the English learning/teaching process are not satisfactory.

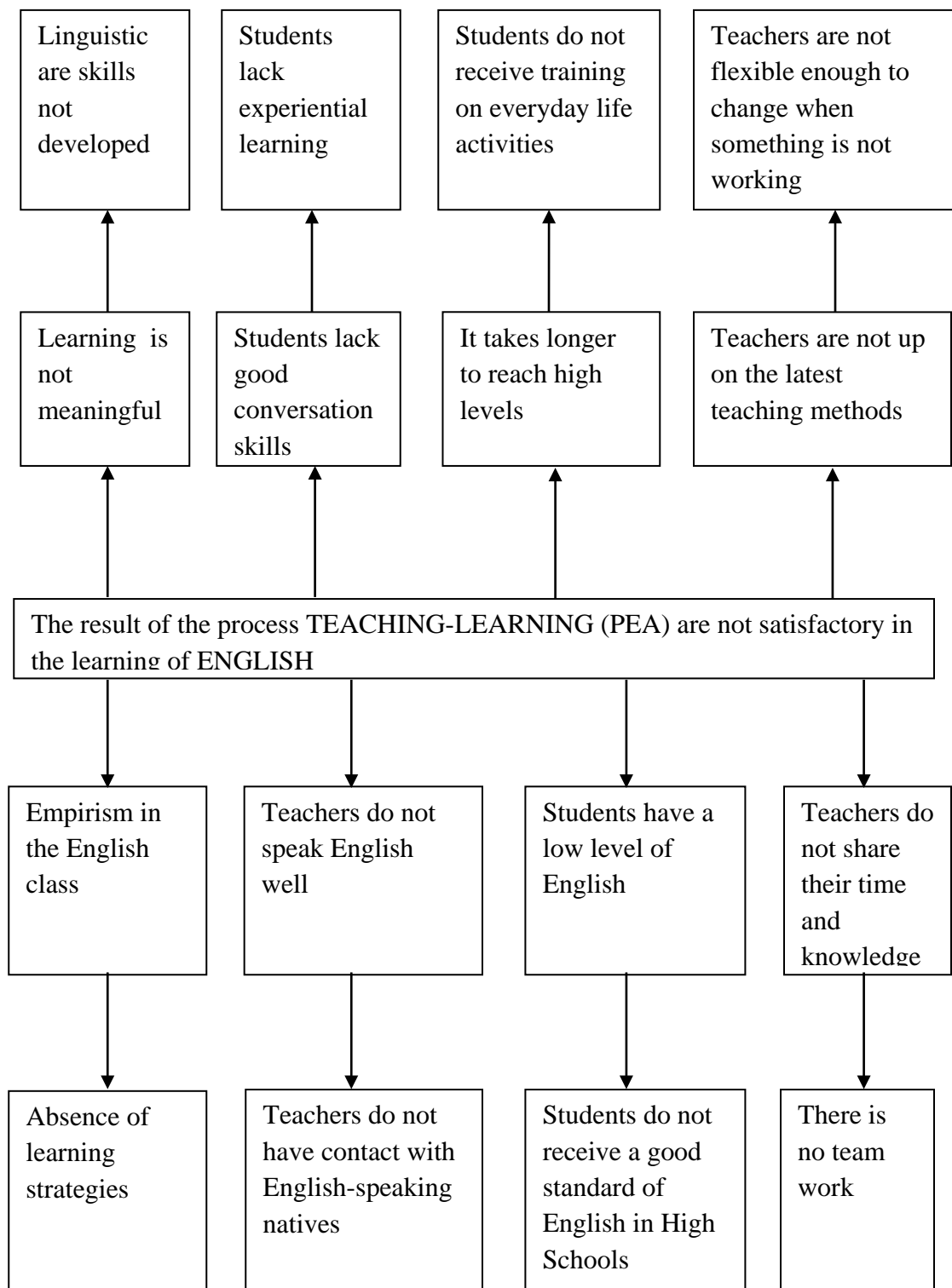
Some teachers have not adopted specific improvements in how they communicate new learning to students, nor have they identified how they learn best. They have not developed classroom learning events to meet a specific learning need. Every person has a different style of learning, some are visual, some are auditory and some are kinaesthetic; students with different intake styles behave differently and understanding these differences and similarities in behaviours could have helped identify intake preferences to adjust to a specific learner.

There is not the ability to affect human behaviour so as to accomplish a mission, nor the influence to move towards the students goals setting or goal achievement. Even though students are responsible for their own learning, some teachers tend to access

and apply knowledge automatically and unconsciously which leads students to become confused, draw incorrect conclusions, or fail to develop important skills.

Students are not given sufficient time to integrate new knowledge and skills into their up-to-date structure of self, because education is very traditional, material-centred and time-based instead of results-based.

As a summary, we can say that leadership is the main problem. There are a number of different methodologies which emphasize the role as a leader and coaching might be a good option to overcome ESPE's problems in the learning/teaching process of English.



## 1.2 PROBLEM FORMULATION

This research is going to take place at Army Polytechnic School – Department of Language in Sangolqui. The eighth level of English, 5 classes with a total of 102 students will be investigated. The question this research tries to answer is: “Does coaching influence the teaching and learning process of English for students attending the eighth level of English during the last semester of 2010.

## 1.3 VARIABLES MATRIX

### INDEPENDENT VARIABLE:

Coaching

### DEPENDENT VARIABLE:

Teaching and learning process

VARIABLES	CONCEPTUAL DEFINITION	DIMENSIONS	SUBDIMENSIONS
I.V. Coaching.	Coaching imply a more collaborative approach, it helps students understand how they can learn best and how they can operate in an academic environment	Goal setting Motivation Raise self-esteem Time management Procrastination Study strategies	
D.V. The teaching and learning process	<u>Teaching process:</u> Process of transmission of knowledge,	Purpose  Methodology	Objectives Goals Competences cognitive



	<p>techniques methods through several institutions</p> <p><u>Learning process:</u></p> <p>Process through which students acquire abilities, information or adopt a new strategy to obtain knowledge and the action to rise the learners interest help students to find in the material ways that are interesting, relevant and enjoyable help students integrate and incorporate the knowledge or skills in different ways to apply and extend their knowledge for improvement</p>	<p>Resources</p> <p>Evaluation</p>	<p>procedural attitudes approaches methods techniques</p> <p>technology materials</p> <p>Diagnostic Formative Summative</p>
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## **1.4. OBJECTIVES**

### **1.4.1. General**

- To help students maximize the benefits of feedback and identify what feedback they might need but do not have.
- To facilitate the exploration of needs, motivations, desires, skills and through this process they will assist the student to making real, lasting change.
- To determine the influence of coaching as a teaching strategy on the learning/teaching process of English.

### **1.4.2. Specific**

- To raise self-esteem through learning and stop procrastinating
- To increase current competencies and bind them to new situations.
- To provide structure, support and encouragement.
- Help students increase self knowledge or learning styles.
- Reduce their learning anxieties and therefore increase their learning process by setting short and long term goals.

## **1.5 JUSTIFICATION**

English is the most wide spread language in the world, it is estimated that there are more than 350,000,000 native English speakers and more than 400,000,000 speakers of English as a second language (a language used in everyday life) or foreign language (a language studied but not used much in everyday life).

English is the major language on international business, diplomacy, and science; it is the official language of many international organizations like the United Nations and many professional organizations. It is the language of international conferences and international athletics.

We are in a globalize world, where communication with other parts of the planet is not only possible but also pretty normal, more and more people learn it, kids learn English at school from early ages, adults start learning for their jobs as nowadays most jobs require fluent English.

The present research is important because academic coaching is an evolution of mentoring applied to academics. Mentoring is for students with no knowledge of the language, while coaching involves a more collaborative approach assuming the student is already in the game of learning. A coach will go into detailed in to the language creating affection to the language through motivating speeches, telling about the positive sides, and training with an interesting and easy method.<sup>1</sup>

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<sup>1</sup> [www.coaching.in/english-coaching.html](http://www.coaching.in/english-coaching.html)

# **PART TWO**

## **THEORETICAL FRAMEWORK**

## **PART TWO**

### **THEORETICAL FRAMEWORK**

#### **CHAPTER ONE**

##### **DEPARTMENT OF LANGUAGES AT ESPE**

Since the XIX Century, after WWII, English became the most important language around the world; now is the second most spoken language in the world. We can say that at least 70% of every transaction around the world is done in English, to mention a few we have international relations, business, science, technology and education. In 1951, under the presidency of Dr. Galo Plaza Lasso, the Ministry of Education introduced English as one of the subjects to be learnt in high school.<sup>2</sup>

Around the same year, the Army, School of Engineers - started to communicate and exchange information about technology with the United States. They found that they needed to learn English, and the Army started to send people to the United States to learn the language. Within time they were able to prepare English teachers and started to teach English. It became a requirement for every Army student to learn this language.<sup>3</sup>

The demand of students wanting to learn was so high that they decided to create the English Institute. Around 50% of the students that receive classes here at ESPE are students from schools close by campus in Sangolqui, people have seen the need to acquire or improve their knowledge of the English language. By the year 1990 the Language Institute created the study by distance to reach every student around the country that wanted to learn English.<sup>4</sup>

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<sup>2</sup> Arcos J., Eugenia, Dra. Msc; Bolaños G., Edgar, Msc, “Diseño curricular con la implementación del nuevo modelo educativo por competencias con enfoque sistémico prospectivo en el programa del idioma Inglés presencial, Febrero del 2006.

<sup>3</sup> idem

<sup>4</sup> Arcos J., Eugenia, Dra. Msc; Bolaños G., Edgar, Msc, “Diseño curricular con la implementación del nuevo modelo educativo por competencias con enfoque sistémico prospectivo en el programa del idioma Inglés presencial, Febrero del 2006

By the year 1999 the Department of Languages opened the program “Applied Linguistics”. Most of the students that entered to study Linguistics were students that had already studied English at ESPE’s English department; however, their English did not meet the requirements or the level of English and they struggled during their career.

Between 1992 and 2005 in Sangolqui, 1522 students applied for English classes, ESPE offers regular courses of one hour, intensive courses of two hours, and super intensive of four hours, and classes of four hours on Saturdays were students approve one level each semester, that means making the career in two years, but not the same amount of students had finished and got their Sufficiency degree.

In the last decade or even more, technology and science have changed so fast, but ESPE has not improve its level to meet or reach the standards required by the Common European Framework (FCE-B2) or the American Proficiency level (TOFEL-500)

The English Department for the last years has used the same book; book that some of the high schools are using as well. Teachers are using the traditional way to teach, they use Spanish in class and that only develops grammar and not the four skills: reading, writing, speaking and listening. Students are not given the opportunity to establish conversations with native speakers, a method that would help them improve their communication.

Students are only taught common vocabulary but they should also receive vocabulary that they will use within their career. Teachers have not improved their methodologies; they only teach according to their own attitudes and manners, they do not use other materials, only the one given to them by the department and that is not enough.

It has been noticed that the Department of Languages was not worried if most English teachers had a good qualified level of the language, but know there is the requirement that every professor reaches a B2 level, however, if the students have to reach that same level, then the English teachers should be one level above the students. The English Department lacks motivation, workshops, and all the necessary support to the

teachers to have them motivated enough to have this department in a high level position, where everybody would like to come in and improve the knowledge of English.<sup>5</sup>

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<sup>5</sup> Arcos J., Eugenia, Dra. Msc; Bolaños G., Edgar, Msc, “Diseño curricular con la implementación del nuevo modelo educativo por competencias con enfoque sistémico prospectivo en el programa del idioma Inglés presencial, Febrero del 2006

## **CHAPTER TWO**

### **COACHING**

We have always heard about football or tennis coaches and through time we came to know about business coaching; however, coaching has become the second fastest growing industry within personal development around the world, now it plays an important role in human resource progress and life help.

There are many concepts of “Coaching” but they all end up with the same purpose, a coach helps people increase internal and external structures and helps them to be successful by expanding their necessary skills, attitudes and knowledge, and helps them meet their goals. It is nowadays the most popular tool to support personal development, in common words, a coach is a person that will help in this case the students to think through how to get from where they are to where they need or want to be.<sup>6</sup>

Here is a definition offered by the International Coaching Federation (2005)<sup>7</sup> that helps us understand what a real coach does:

“...Coaches help people improve their performances and enhance the quality of their lives. Coaches are trained to listen, to observe and to customize their approach to individual client needs. They seek to elicit solutions and strategies from the client; they believe the client is naturally creative and resourceful.

The coach’s job is to provide support to enhance the skills, resources, and creativity that the client already has.”

Coaching is now a recognized discipline where professionals are engaged in people’s development, they help them reach their goals and dreams and help them put those dreams into actions through a process that is constantly raising standards. It is a

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<sup>6</sup> Roger Pask, Barnie Joy, Mentoring-coaching “A guide for education professionals, page 11

<sup>7</sup> Brockbank Anne, & McGill Ian, “Facilitating Reflective Learning Through Mentoring & Coaching”, Kogan Page, London and Philadelphia, 2006, page 105



method of directing, instructing and training a person or group of people, with the purpose to develop specific skills and to achieve goals.

A coach is a person that has to be real, have patience, to be convincing, dedicated and hard working and has to spend whatever time it is needed to find the uniqueness in the other person by keeping simple social agreements, they have to meet, to study, to prepare, to experiment and to learn. The coach has to be in the position to give confidence to the students and to try something new whenever it is necessary, and/or go beyond present beliefs about personal limitations.

A coach has to identify the skills and the capacity that a person has inside and help them use to the best of their ability, to increase the independence and reduce reliance. In the present time we find different kinds of coaching: life coaching, business coaching, personal coaching, health coaching, sports coaching, dating coaching and conflict coaching, and they all focus in improving the coaches' performance.

Coaching is being used to recognize and to find the potential of human capacity and to understand what withholds this and how to release it, that way they can reduce the internal and external obstacle that exists between their potential and their performance.

Coaching in education is relatively new in most of the countries, however, there are some schools in the USA and the UK that are using coaching to help school staff and students to improve their learning knowledge. Teachers have started coaching college students to help them develop short and long-term goals and raise their ability to make the right decisions about their college performance, the areas where they focus are: time management, organization, study strategies, test taking, motivation, procrastination, attention and critical thinking.

Coaching in education is a collaborative approach that will help students learn: how they best learn, how to operate in an academic environment and how to be successful in school, as we know English learning is a process that needs practice, repetition and time but most of all students need to know the importance of knowing this language.

Anne Brockbank & Ian McGill (2006)<sup>8</sup> categorized coaching as functionalist, engagement or evolutionary, they all depend on the purpose, the process or the method used and also by the learning outcome that is implied in the definition. They use the definition of “Coach” from the dictionary, definition that includes the terms “instructor”, “teacher”, “trainer”, “giving instructions” as well as “professional adviser”. They also mention the typical internet site “Wikipedia” (2005) where they say that “coach – recalls the multitasking skills associated with controlling the team of a horse-drawn stagecoach”. Nowadays practice in performance coaching is aimed on non-directive questioning and by helping clients to analyze and address their own challenges instead of offering advice or direction.

Their definitions suggests that the reason for coaching is “learning by the client” considering on how much a person remembers what they have read, seen, heard, said or done. To be an effective coach there will have to be more than ‘tell and show’, and they will also have to define if they are going to coach for improvement or transformation because the learning should be memorable or recallable.

Let’s examine their three approaches:<sup>9</sup>

- Functionalist coaching, the learning outcome is single loop or improvement with no change in the status quo being the method didactic and advice-driven;
- Engagement coaching, the intended learning outcome is also single loop or improvement, however, the method is humanistic and relationship-driven;
- Evolutionary coaching, is the learning outcome double loop or transformational and the method is humanistic and relationship-driven.

These definitions tell us their purpose and the process that is involved and the learning outcome that is desired. It is the school who will decide which approach is more beneficial for their purpose, which approach will help others feel more ownership of their own lives and successes, which one will lead to a far greater involvement and personal satisfaction at work.

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<sup>8</sup> Brockbank Anne, & McGill Ian, “Facilitating Reflective Learning Through Mentoring & Coaching”, Kogan Page, London and Philadelphia, 2006, page 93

<sup>9</sup> Idem, pages 95-104

We believe that for our purpose (coaching university students), an evolutionary coaching would be the process that better suits our study; here is a short definition of each one:

#### Functionalist Coaching

Is focused on efficiency and equilibrium, assumes an objective real world, aiming to improve performance and to maintain the status quo, it tends to suppress challenge and questioning. This is viewed as a classic case of learning for improvement with instruction and training as the process, achieving and aiming an objective goal with little and no exploration of the coaches' personal world. These are basically programs for organizations with the aim to support staff to achieve a minimal qualification or competence level. Therefore, the purpose of functionalist coaching is transmission, with the process of teaching or telling and the learning outcome is single loop and limited improvement.

#### Engagement Coaching

Engagement coaching recognizes the subjective world of the client and it uses a non-directive match to keep the status quo, by promoting a functionalist agenda. This is for organizations who want to improve the achievement of their people in an unpopular activity, where a teaching or telling approach would be unlikely to be successful. That is why humanistic approaches have been made popular. The purpose is the engagement with the organization's mission instead of the individual transformation; this coaching can be seen as a response to the over praise administration structures in modern technology-driven organizations who wants to maintain the status quo. It seeks to persuade the coachee or client to adopt the learning objectives of the organization or system; it is used for downsizing, culture change and restructuring programs where the purpose of coaching is not owned by the individual and there would likely be resistance for the change.

#### Evolutionary Coaching

They acknowledge the subjective world of the person; they respect the individual's goals and they give power structures to inhibit learning. An evolutionary coach will adopt a subjective view of reality, and work with the client-student to define their

own goals, and they will offer the potential for challenge and transformation, the coach works in all levels, from improving through engagement to transformation; it's defined as "the professional facilitator of learning at different levels". It is an evolutionary coaching when the relation supports trust, the focus is decided by the client, and he becomes responsible for his or her own learning and development, recognizing his world and leading to potential transformation. The ability of the coach is supporting the client through the double loop learning for transformation.

The "single loop learning" and the "double loop learning"<sup>10</sup> terms were first used by Argyris and Schon (1996), to differentiate between learning for improving and learning for transformation. Single loop learning reaches immediate improvement, it leaves values and ways of seen things unchanged, while double loop learning has the assumption about the way things and values that are challenged.

The traditional coaching starts with defining a goal, being the clients or not, but proceeding to achieve that goal. These models are most likely to be used for the basic or functionalist coaching, being the GROW, FLOW and SOS models for this purpose. For evolutionary, executive coaching or life coaching it is recommended the ROGERS's approach or the EGAN model because they push clients to generate their own goals and their own methods to achieve them.

The **GROW Model**<sup>11</sup> was developed by John Whitmore and he starts his definition of coaching as "unlocking a person's potential to maximize their performance; his model helps people to learn rather than to have to teach them" (Whitmore, 1996:8). His model fits in the engagement quadrant, his purpose is to improve and the process is humanistic or person-centered. To move this model to the evolutionary quadrant, the goals will be generated by the client and the need to have access to emotional material in the coaching process.

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<sup>10</sup> Brockbank Anne, & McGill Ian, "Facilitating Reflective Learning Through Mentoring & Coaching", Kogan Page, London and Philadelphia, 2006, page 33

<sup>11</sup> Idem, page 137

GROW stands for:

- G - establishing the **goal** – what do you want?
- R - examining the **reality**- what is happening now?
- O - considering all **options**- what could you do?
- W - confirming the **will** to act – what will you do?

If this was in a purely functionalist context the GROW model would help the coach see that the client agrees to the goals established by the organization, the coach will examine the situation of the client, they both will discuss the possible options and they will establish the what, then the when and the whom of the actions that will be taken. It is also the method that has been used for coaching in schools.

The **FLOW Model**<sup>12</sup> was developed by James Flaherty in 1999; his position was that coaching should help people change, get efficient and become excellent but the psychometric testing that “fixes” people in a predefined categories denies the possibility of coaching and has no place on it.

His model has five stages:

1. Establish relationship
2. Recognize opening
3. Observe/assess
4. Enroll client
5. Coaching conversations

The first stage is similar to a contracting stage where they emphasize commitment to be shared, trust and respect is mutual and there is freedom of expression. For functionalist and engagement coaching they have to develop the coaching relationship within historical company relationships. For evolutionary coaching it starts from a new beginning where the coach and the clients’ relationship is defined by both of them from the beginning.

The second stage is recognizing openings and for functionalist and engagement coaching it is designed to find a time when the client is approachable for coaching

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<sup>12</sup> Brockbank Anne, & McGill Ian, “Facilitating Reflective Learning Through Mentoring & Coaching”, Kogan Page, London and Philadelphia, 2006, pages 142-144

usually when the client is having problems. For evolutionary, executive of life coaching the relationship upholds an egalitarian connection where the idea of “opening” does not take place.

The third stage is observation and assessment also related to functionalist or engagement coaching and it is noted that the concept of personality inventories and learning styles is inconsistent with coaching.

The fourth stage is enrolment where the client “buys into” the project and here also has an echo on functionalist or engagement coaching.

Flaherty in the fifth stage offers three types of conversation corresponding approximately to functionalist, engagement and evolutionary coaching.

The **SOS Model**<sup>13</sup> was adapted from Parsloe and Wray (2000) and it was set up for corporate clients, here the coaching pair identifies the focus of a coaching session in the past or in the future or both. This model suggests that coaching should focus on:

- S the situation, issue, task or project
- O how others feature in the situation
- S how self can act to progress the issue

The SOS Model is simple and popular with the managers that take a coaching role with their employees, it’s easy to remember and can be used in review of the past or preview mode which is the future.

The **Jenny Rogers’s Model**<sup>14</sup> created in 2004 goes more into the evolutionary coaching, where she describes it as “creating trust, taking stock and choosing the future” and includes all the skills that are needed, her model is based on the coaching relationship and she is quite clear that a person cannot be coached unless the person wants to change. Her principles for the coaching approach are:

- The client is capable
- The coach’s role is to spring loose the client’s capacity
- Coaching is holistic and addresses the whole person

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<sup>13</sup> Brockbank Anne, & McGill Ian, “Facilitating Reflective Learning Through Mentoring & Coaching”, Kogan Page, London and Philadelphia, 2006, pages 144-146

<sup>14</sup>Idem, 147-148

- The client is the one that sets the agenda
- The coach and the client are equals
- Coaching is about change and action

The **EGAN’S Skilled Helper Model**<sup>15</sup> has three stages that would help people solve problems and expand opportunities; the goal of this model is to help people become better at helping themselves within their everyday lives. There is an emphasis on empowerment; helps the person get into action aiming to things that they choose and value, it is not based on a particular theory of personality development nor how the difficulties are developed. This model works better when used with the contribution of the Carl Ransom Rogers’s core conditions for facilitative (counseling and educational) practice – congruence (realness), acceptance and empathy.

The Egan’s Model stages are:

- 1) “What is going on?”,
- 2) “What do I want instead?”, and
- 3) “How might I get to what I want?”

### Stage 1

It is about using a good active listening skill to help the client explore and unroll his tale and reflect, with emphatic reflections and challenges the client will uncover blind spots or gaps about his situation. In this stage the coach will facilitate, focus and prioritize the area to work on.

### Stage 2

It is about helping the person know what they really want and how things could be better, in this stage energy and hope is generated. The person is encouraged to amplify their horizon and be imaginative. Here they formulate goals that would be specific, measurable, achievable and appropriate, realistic within a time frame.

In this stage the goals are review before moving to action and commitment is checked, they review the costs and benefits of the goal.

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<sup>15</sup> Brockbank Anne, & McGill Ian, “Facilitating Reflective Learning Through Mentoring & Coaching”, Kogan Page, London and Philadelphia, 2006, pages 148-152

### Stage 3

It is the “how” stage, how the person is going to move to accomplish their goals, their possible strategies and specific actions, the aim is to help the person generate new and different ideas for action, to help the person plan their next steps and to follow up their plans with time scales.

#### **2.2.1. GOAL SETTING**

Goals that are demanding but they are achievable are very motivating.

When a student sets a goal it is proven that their aim is to accomplish or achieve their learning because their activities are usually directed to experience success.

As we have seen G stands for GOAL setting<sup>16</sup>, for evolutionary coaching, executive coaching or life coaching, it is the clients who generate their own goals, these can be done using a choice of acronyms like: SMART, MMM, or RAW adapted their meaning for coaches:

#### **SMART**

- **S** is for the goal to be specific and concrete,
- **M** the goal should be measurable,
- **A** the goal is achievable
- **R** the goal should be realistic,
- **T** the goal should be time-bounded, should be achieved by the specific date given.

#### **MMM**

- **M** the goal should be measurable,
- **M** the goal should be manageable,
- **M** the goal is motivational for the student.

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<sup>16</sup> Brockbank Anne, & McGill Ian, “Facilitating Reflective Learning Through Mentoring & Coaching”, Kogan Page, London and Philadelphia, 2006, pages 138-140



## RAW

- **R** the goal should be realistic,
- **A** the goal is attainable,
- **W** the goal is worthwhile.

A coach will have the students set goals which are highly important because they will help the student focus its effort in a specific direction; their goals should be tangible, specific, and realistic and have a time target for completion, they can be short or long-term. Goals are concern with goal relevant activities not irrelevant activities, goals act as energizers because higher goals will encourage higher efforts, goals will make students persistent and they will stimulate cognitive knowledge and strategies to help them cope with the situation they have at hand. This not only encourages the learning process, but also helps the student to acquire skills.

Goals will be established knowing the students strengths and weaknesses, and they have to be realistic and flexible. For this purpose we might want to follow the Rogers's approach or the Egan model because they help the people generate their own goals as well as their own methods to accomplish them.

C. Rogers' approach to learning is person-centred because it identifies every person as unique who has all the resources he or she needs to learn and develop. His conditions are that the person is congruent and genuine, who is real and shares feelings and attitudes instead of opinions and judgements. The person has an unconditional positive regard, he accepts and respect the other and has empathy for the other's feelings and experience.

He is one well known contributor for person-centred learning (Carl Ransom Rogers 1902-1987)<sup>17</sup> he stated that learning is affected by the context in which it occurs; it is affected by the attitude of the person and his or her dispositions and also by the attitude that pursues to facilitate learning and their dispositions. He provided

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<sup>17</sup> Smith, M.K. (1997.2004) "Carl Rogers and informal education", the encyclopaedia of informal education. ([www.infed.org/thinkers/et-rogers](http://www.infed.org/thinkers/et-rogers.htm). htm. last update: September 03, 2009)

educators with a lot of important questions in regards to their way of being with the students and the process they employ.

He stated that we cannot teach another person directly, that we can only facilitate his learning, and that if there is a threat to the self of the learner there would not be a significant learning. One of his best known contributions is the “core conditions” that help facilitate (counselling and educational) practice – congruence (realness), acceptance and empathy.

For him the essential attitudes were realness or genuineness, if a professor is a real person not a false-hearted then that person is more likely to be effective in facilitating learning. Another attitude for him was to care for the learner (but a non-possessive caring) to make the learner have confidence and trust in his capacity; in addition, he thought that if the teacher had the ability to understand the student’s reaction from the inside – on the way that the process of education and learning seems to the student – then there would be a significant learning increase, where the student is simple understood not evaluated or judged.

### **2.2.2. MOTIVATION**

A coach will hold the student responsible for the commitments they make, will help them stand by their goals and plans with strong motivation, inspiration and support – we learn when we are focused and motivated. We are not motivated by failure, we are motivated by achievement, small achievements act as motivators and helps students go on to try to achieve a little bit more, helps the students’ perception that he has done something good for the first time or has done it better than he has ever done it before. Recognition will be another strong motivator because it influences students to higher level of productivity.

Coaches work with students in all kinds of situations; it is not just for those who are struggling academically. Highly motivated, high-achieving students will also be coached to improve their learning efficiency.

Coaches can create a warm atmosphere to promote a persistent effort and a favorable attitude towards learning by capturing their attention and curiosity with different and interesting visual aids like booklets, posters or practice equipment.

To motivate learning, students must feel good when they understand that the goals are useful for them or just that they would enjoy new things. Some people of certain age like children and some adults must be guided and reinforced because they have little capacity for internal motivation. A student should or must be encouraged to learn, if a student is not ready to learn or hasn't define realistic goals it will be hard for them to accomplish the effectiveness of learning.

The coach will have to follow some motivational strategies like changing the style of the learning activity, making the learner react and get involved directly in the learning process like: problem solving, role playing, or have them organize content and develop some themes and their teaching procedures. A coach should always provide feedback and acknowledge the students responsibility for completing their learning process.

One of the ways the students will be motivated is with the effort that they will put to obtain quality and quantity in their work and that will conduct them to many opportunities were they can obtain success.

A coach has to encourage the student to be ready to learn.

Motivation is not static and we have to be conscious that it changes over time specially when working and there is a deadline associated with penalties or rewards.

Without having a clear and explicit vision of what we want we will never reach it or have it. The more focused we are on what we want the easier and faster will be to make it a reality.

The strategies of motivation will make the learner reaction and involvement and essential part of the learning process, as well as problem solving, role play and stimulation. It's very helpful to use the learner concerns to organize the content and develop themes and teaching procedures, and the use of group cooperation goal to maximize the involvement and sharing of the students.

### **2.2.3. RAISE SELF-ESTEEM**

A coach has to give confidence to students and help them obtain an authentic sense of self-esteem supported on positive experiences that are based in self-determined goals and values. Self-esteem is a reflection of how we value each one of us, a person has the need to feel useful in different environments that will make them achieve specially with feedback from others who can show us that we are valuable and acceptable.

It is essential for them to have feedback through their peers, teachers and coaches; this helps them gain confidence in their decisions and actions when they are appreciated by others. Our students gain personal power which enables them to learn as they make decisions and solve problems.

A coach tries to develop the following characteristics to make students learn how to center themselves on what is important: connectedness (a student with good self-esteem will enjoy being in class because he would feel connected with the others), sense of uniqueness (the students will accept and appreciate themselves), sense of personal power (they will feel that they are powerful because they would believe in their competence and personal strength) and a sense of purpose (they would feel that their learning would have meaning and order).<sup>18</sup>

As we know self-esteem is exposed within our behavior, it increases or decreases depending on the consequences of the choices we make, or with the fact that we believe we can do something or we can't, if we expect to fail, we fail, or if we expect to succeed, we succeed (known as the Wallenda Factor).

### **2.2.4. TIME MANAGEMENT**

Students will have to learn how to manage their time which can take time and effort, they have to learn to do the important tasks first which will lead them to their goals achieving them most of long term progress and reward, they have to recognize the tasks that are not urgent or that many urgent tasks are not really that important.

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<sup>18</sup> Oscar G. Mink, Keith Q, Owen, Barbara P. Mink, Developing High Performance People, The Art of Coaching, page 78

Students will have to learn planning process which will stimulate their brain to come up with new efficient solutions, to search for shortcuts, more prepared for each specific action, it will help them identify conflicts and crises, minimizing the number of urgent tasks.

Students should learn to have a realistic study pattern which is that of a designated study session with short breaks in between to relax, it is important to attempt to change a revision period to a time where they can choose to experience new things as well as choosing to learn new things, which is a much more positive way to approach studying.<sup>19</sup>

Even students who enjoy their subject can end up resenting the amount of work that they have to do if they fall into ineffective study patterns, when this happens they fall into the avoiding-starting-to study pattern.

Students have to establish daily disciplines that way they will experience positive results in a short period of time.

### **2.2.5. PROCRASTINATION**

Procrastination is avoiding or putting off something that you have to do, when it is occasionally it doesn't matter but when it is excessive the student will end filling guilty or it can cause anxiety when the work was not been done ending up with a poor performance because of lack of time.<sup>20</sup>

It is mentioned that procrastination can become a bad habit and about habits there is a perfect speech given by Albert E. Gray to a group of workers ....: "The common denominator of success, the secret of success of every person who has ever been successful, lies in the fact that they have formed habits of doing things that failures don't like to do..." "We have got to realize right from the start, that success is something that is achieved by the minority of people, and is, therefore, unnatural and

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<sup>19</sup> Rodger Constandse & Effexis. Copyright 2009, Effective Time Management / Best Time ManagementPower Tools. E-book distributed by [www.GoalsToAction.com](http://www.GoalsToAction.com)

<sup>20</sup> Rodger Constandse & Effexis. Copyright 2009, The Psychology of Procrastination "How to get motivated and take Action Now. ", E-book distributed by: [GoalsToAction.com](http://GoalsToAction.com)

not to be achieved by following our natural likes or dislikes, nor by being guided by our natural preferences and prejudices” – people are creatures of habits, if you do not deliberately form good habits, then unconsciously you will form bad ones. <sup>21</sup>

Here are some reasons why students procrastinate: perfectionism, fear of failure, confusion, poor motivation or lack of priorities.

Students have to prioritise and commit themselves to complete their work, have to work at the time they best work, break large tasks into small manageable parts, eliminate distractions that interfere, set standards, or work on difficult and/or unpleasant tasks first.

Students have to think positively and get going, as soon as they are into the task they will probably find that it is more interesting than what they thought it would be and not as difficult or stressful as they thought.

Procrastination can make your life full of disappointments and regrets, you put off important things to be done and this impacts in your self-esteem and confidence; for example, when you have to finish an important task and you have left for the last minute you have to rush and this leads to a poor quality job. Procrastination would not help you get raises and promotions in your job.

We have to be conscious that leaving things for the last minute increases our anxiety and stress and if we have goals and aspirations this will never get around and we will feel depressed and frustrated.<sup>22</sup>

Research has proven that procrastination is one of the reasons why students wear down their immune system ending with more colds, flu and gastrointestinal problems. Students also suffer more from insomnia because from procrastinating one project it leads them to procrastinate in others.<sup>23</sup>

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<sup>21</sup> Harry Hoopis, *The Power of Coaching...* page 31.

<sup>22</sup> Rodger Constandse & Effexis. Copyright 2009, *The Psychology of Procrastination “How to get motivated and take Action Now.”*, E-book distributed by: GoalsToAction.com

<sup>23</sup> Idem.

## CHAPTER THREE

### TEACHING AND LEARNING PROCESS

We will not find a science or a theory of learning that would involve all the activities that imply learning in humans. What we do, think, feel and believe is learned through a field of a wide and varied field of activities. That is why behavioral psychologists identify learning in changed behavior, cognitive psychologist look for change inside the person to see that learning has taken place.

We are going through big transitions in education, the old is obsolete and the new is in the process of emerging. The traditional academic learning emphasized learning as exclusively a mental process, humanist approaches to learning recognized the power in every human being to learn in a self-directed way, and so far progressive approaches to learning say that people must also be active and by doing, now they also include emotional elements in learning. It is recommended that the three domains of learning should be considered: doing, thinking and feeling.

The teaching learning process is the essence of education, with this we reach the aims and objectives of education, it is the biggest instrument that helps us reach the desired changes in the students. Learning is defined as the influence open to use when providing the opportunity for the students to undertake the experiences that will lead then to a relatively permanent change and teaching is the process of providing opportunities for students that will produce a relatively permanent change in them.<sup>24</sup>

The modern learning theories enhance the concept of reflection as being essential for a deep and significant learning. Brockbank's theory<sup>25</sup> about reflective learning begins with the definition: "an intentional process, where social context and experience are acknowledged, where clients are active individuals, totally present,

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<sup>24</sup> [www.scribd.com/doc/5769721/teaching](http://www.scribd.com/doc/5769721/teaching) learning process

<sup>25</sup> "(Brockbank, McGill and Beech, 2002:6).

engaged with others, and open to the challenge, and the outcome involves transformation and improvement for both the individual and their organization”.

### **2.3.1. PURPOSES**

The context where learning happens is crucial, learning is a social process and this process is critical to learning, these means that the context and conditions where learning takes place are influenced by the created and undertaken intentionality of the learning situations.

While students are in high school teachers frequently structure their assignments and classes filled their day, however, when students arrive to the university then find out that they need to develop some skills so they can cope with their new studying environment, they have less in-class time, more outside of class work and a great deal of freedom and flexibility

### **2.3.2. CONTENTS**

Students need to obtain the basic abilities, strategies and methods of learning, these are critical for academic success, they help students acquire good grades and in general they help them improve learning throughout their live which will support their career and many other interests.

### **2.3.3. METHODOLOGY**

Every method that we learn is a support for us teachers and the knowledge of them is the base for teaching and we all should use them because according to Larsen-Freeman (2002)<sup>26</sup> a method is the link between thoughts (within thoughts she means beliefs, attitudes, values and awareness) and actions that are common to them, it is a way of connecting particular principles with particular techniques making a meaningful package. This does not mean that the techniques of different methods

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<sup>26</sup> Larsen-Freeman Diane, Techniques and Principles in Language Teaching, Oxford University Press 2000, Second Edition. Page 3



cannot be used with other methods; so far we cannot say that teaching is about one method or the other.

To mention a few there is: 1) the Grammar-translation method where the students translates from the target language into their native language. 2) The Direct Method where no translation is allowed, meaning is conveyed directly in the target language with demonstration and visual aids. 3) The Cognitive Code approach where deductive-inductive grammar is practiced. 4) The Community Language learning that includes the elements of security, attention, aggression, reflection, retention, discrimination. 5) The Content-based, Task-based and participatory approach, the Learning Strategy training, the Cooperative Learning and the Multiple Intelligence.<sup>27</sup>

#### **2.3.4. RESOURCES**

Technology has been used to support learning from a long time ago, computers have relieved teachers from certain functions, and there is also radio, films, and overheads. Now we can also talk of a more advanced technology that is been used for teaching like audio conferencing, videoconferences and the web where online learning has become very important, all these technology is changing the way we can acquire education or knowledge to fulfil our needs.

#### **2.3.5. EVALUATION**

Evaluation is the process that we use to make a judgement of the information that we collect relative to the learning objectives. It is implemented during a learning cycle to see the students' progress, their strength and weaknesses, it is also helpful to observe how well the program that is been used to teach meets the students' needs and abilities.

Evaluation has to be continuous because it helps teachers determine the individual students'

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<sup>27</sup> Larsen-Freeman Diane, Techniques and Principles in Language Teaching, Oxford University Press 2000, Second Edition, chart, page 178.

needs and it helps adjust the appropriate instruction. It has to be fair and equitable as many students respond differently to evaluation, evaluation should also be constructive because it should be used to give feedback and direction in their learning process.

We find in education three kind of evaluation: diagnostic, formative, and summative and all of them should keep in mind the purpose and the principles behind them.

Diagnostic evaluation is constant and informal; it is used commonly to give a diagnosis of the student rather than for grading.

Formative evaluations is done continuously during the course, it keeps the students and the teachers aware of the objectives of the course and the students' progress and it helps to analyze the efforts of the students as well as of the teacher.

A summative evaluation is done at the end of a unit or module, it helps determine the students achievement and the effectiveness of the program.

## **CHAPTER FOUR**

### **COACHING AND THE TEACHING AND LEARNING PROCESS**

One of the best ways to improve learning is improving teaching

Coaching produces the support and the structure that makes change last. The coach encourages the student to become more self-aware by understanding his or hers strengths, values, interests, purpose and passion. The coach develops the necessary skills to make them responsible for their actions and decisions.

Academic coaching is designed to help the student produce high quality results, improve their performance, and enhance the quality of their lives, to strengthened self-discipline and decrease fear of failure. It will help students improve efficiently on time management; obtain better organizational skills, clearly-defined goals, and effective planning and scheduling.

One of the first things that a coach has to create is affection, confidence and a positive attitude toward learning in this case - the study of English, if that has not happened during school time. The teacher has to tell them and really make them understand the advantages of knowing the language.

A coach has to:

- Understand the abilities, preferences and goals of the student.
- Decide the appropriate training path for the student
- Meet the education and the training path.
- Monitor the student's progress along the education path to see if the student is successful, if he is still on target or has changed his priorities.
- A coach has to help them develop challenges.
- The coach creates strategies to help the student understand their real potential.
- Coaching programs are concerned with practical issues of setting goals and achieving results within specific time-scales.

As mentioned before schools in the UK are using John Whitmore's approach for coaching but it is the school who decides which model is best for their ongoing evolution of participative human interaction, here is also another approach that might work best with students and it is the Jenny Rogers's Model and the EGAN's Skilled

Helper Model they go more into the evolutionary coaching and life coaching, however we can also utilize the ideas of Carl Rogers who has a humanistic approach and who identifies the necessary conditions to empower learning.

Rogers CR (1983) states that learning is affected by the context in which it occurs, it is affected by the attitude of the person and his or her dispositions and also by the attitude who seeks to facilitate learning.

He starts by saying that the facilitator, in this case the teacher should be real and genuine that way she would be more effective, coming into a person-to-person basis. Another attitude is prizing the learner, her feelings, her opinions, and her person in other words caring for the learner but a non-possessive caring.

Another element would be the ability of the teacher to understand the student's reaction from the inside, how the process of education and learning seems to the student, the students would feel deeply appreciative because they would not be evaluated nor judged just understood from their own point of view and not from the teacher's point of view (Rogers 1967 304-311)<sup>28</sup>. His work has been attractive to informal educators for successive generations; he used a language which they could relate, the themes and concerns that he developed had a direct relevance to their work with people who had problems, although informal education is not so much person-centred as dialogical.

#### **2.4.1 GOAL SETTING OF COACHING APPLIED TO THE ENGLISH CLASS**

A coach will have the students set goals which are highly important because they will help the student focus their effort in a specific direction; goals should be tangible, specific, and realistic and have a time target for completion.

Goals are concerned with goal relevant activities not irrelevant activities, goals act as energizers because higher goals will encourage higher efforts, goals will make students to be persistent and they will stimulate cognitive knowledge and strategies to help them cope with the situation they have at hand.

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<sup>28</sup> Smith, M.K. (1997,2004) "Carl Rogers and informal education", the encyclopaedia of informal education. ([www.infed.org/thinkers/et-rogers](http://www.infed.org/thinkers/et-rogers.htm). htm. last update: September 03, 2009)

As goals require motivation, the coach will have the students understand why they want the goal, what it means to them. A coach does not control people nor impose solutions; it helps people use their internal and external resources to obtain their goals effectively. When a goal or vision is bigger than their current reality, there is an essence of creating a gap between what they want and where they currently are, so a coach will make them focus more on what they want so it will be easier and faster to make it a reality.

Throughout the coaching process it is mandatory to continually raise standards, giving the students new levels of greatness to accomplish because they provide a kind of self-fulfilling prophecy of continued success.<sup>29</sup>

Good plans provide opportunities to build new habit patterns that will help students into the future, with significant amount of supervision, coaching, support and management and throughout the process, standards are continually raise and this growth gives a self-fulfilling of continued success.

A coach has to make the student aware of why a person fails, failure is an accumulation of poor thinking and poor choices or errors in judgement repeated every day because we think that they do not matter. A minor mistake, a poor decision or even a wasted hour usually does not result in an instant and measurable impact and we tend to escape from the consequences of our actions. People have to become more aware of their errors in judgment and be conscious that each error really does matter. People should discipline themselves to see the future in advance, to be able to change their thinking, amend their errors and develop new habits to replace the old ones. By changing daily errors into daily disciplines positive results will be experienced in a very short period of time (Jim Rohn).<sup>30</sup>

Harry Hoopis and Joey Davenport<sup>31</sup> quoted part of a speech given by Albert E. Gray, an official of the Prudential Insurance Company, at the National Association of Life

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<sup>29</sup> Jim Punch, The Ultimate Coach Approach to Winning, co-author The Power of Coaching-Engaging Excellence in Others, pages 17-29

<sup>30</sup> Rohn Jim, The formula for Failure and Success, co-author The Power of Coaching - Engaging Excellence in Others, pages 101-105.

<sup>31</sup> Hoopis Harris, Davenport Joey, co-authors The Power of Coaching - Engaging Excellence through expectations, pages 31-32

Underwriters convention in 1940 that stated: “The common denominator of success, the secret of success of every person who has ever been successful, lies in the fact that they have formed habits of doing things that failures don’t like to do.” “We have got to realize, right from the start, that success is something that is achieved by the minority of people, and is, therefore, unnatural and not to be achieved by following our natural likes or dislikes, nor by being guided by our natural preferences and prejudices.” They explain that every requisite for success is obtained through habits.

A coach has to work with people with who they are, and work to develop from this core and organize to help them preserve and enhance the value of each human life, a coach should not try to change the person into someone they think they might.

People have to have a clear and precise goal or vision of what they want, the more they focus on what they want the easier and faster they will make it a reality, because they are like magnets that attract and connect the pieces together, we focus on our brain on what we want and this will increase the amplitude of the cellular vibration and cause the “attraction” factor to really take shape (John Assaraf )<sup>32</sup> The coach will have the student discover how to improve self discipline because it is fundamental to help them achieve more and live a constructive, productive and enjoyable life.

A coach will help the students protect, raise, or reinforce their self-esteem, helping them developing their talents, to help them make good choices for them, to take responsibility for their actions, and to be true to themselves and their values.

Students have to be aware that not because they work hard they will be successful because usually most of them are trying to become something they will never be, a coach has to work with them with who they are and pursuit development from this core and help them preserve and enhance the value of each human life.

#### **2.4.2 COACHING STRATEGIES USED AS METHODOLOGY**

Coaches build confidence, motivation and self-reliance through individualizing the teaching and implementing study strategies according to each student’s needs and styles, students learn to work smarter and not harder.

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<sup>32</sup> Assaraf John, co-author The Power of Coaching – The Power of Having a Vision, page 85

Coaching students go far beyond a conversation; it's the ability to set strategies that will help the student realize its true potential by releasing doubt and fear but finding great steps that move them forward. A coach will develop challenges within his students.

As mentioned before learning is affected by the context in which it occurs (Rogers, 1983)<sup>33</sup> and Rogers offered some principles of learning that a potential coach can use as a guide.

He mentions that humans have a high potential for learning and a natural curiosity, and that if what people learn is relevant and has meaning for them there will be a speed for learning. This learning will be easily achieved when external hazard is minimized.

Learning is achieved by doing an action, the students learn more when they participate in the learning process and when it is self-initiated and involves the whole person, their feelings and intellect - the learning is most lasting and pervasive. People need to feel confident within their ability to succeed; this confidence is achieved by consistent successes obtained through combining abilities and skills with the effort as equal as the task.

Another way to help students increase their potential would be peer coaching which is another professional development method that can help increase collegiality and also improve teaching. This is a process where teachers share their experience and gives one another feedback, support and assistance to refine their present skills, learn new skills and/or solve classroom-related problems. Teacher that have been coached have significant positive changes in their behaviors, because they have been provided with programs that guarantee accountability, support, companionship, and specific feedback over an extended period of time, coaching is an ongoing process that has a training stage followed by some extensions of that training

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<sup>33</sup> Brockbank, Anne & McGill, Ian, Facilitating Reflective Learning through Mentoring and Coaching, Kogan Page, London and Philadelphia, 2006, page 21.

Teachers that have been coached apply their learning in a more deeply, frequently and consistently way than those teachers that are working alone, teachers have improved their capacity to be more reflective.

While students are in high school teachers frequently structure their assignments and classes filled their day, however, when students arrive to the university then find out that they need to develop some skills so they can cope with their new studying environment, they have less in-class time, more outside of class work and a great deal of freedom and flexibility.

The purpose of coaching will help students develop skills, knowledge and systems to complete tasks, assignments and projects, it will enhance students their ability to make conscious and informed decisions about their university performance.

Students will acquire skills which are basic abilities, strategies and methods of learning by taking away distractions, time management and note taking, these are essential for students to help the acquire good grades and in general to improve learning that will help them throughout their lives.

The purpose of coaching is that at the end of the coaching period the students should have acquired or developed how to:

1. raise their self-esteem
2. obtain better study habits
3. improve their social and communication skills
4. improve their work at school
5. develop responsibility
6. enjoy their educational experience
7. support motivation
8. set goals
9. eliminate fear of failure
10. increase self knowledge of their learning style



Every goal is based on a need and whatever the reason for learning every student has, they should obtain the specific set of facts or the knowledge called cognitive component of the competency.

The coach will have to make the student become self-directed at acquiring new competencies encouraging the learning process considering that each competency has its own specific skills or steps to be executed.

As mentioned before coaching will include topics such as: learning skills, time management, stress management, effective reading, in other words the coach helps them determine the most appropriate training program according to their abilities, preferences and goals.

Furthermore the coach will help students with the training of phonology, intonation, grammar, vocabulary, basic sound letter correspondence, written accents, formal written English because they play a special role in the proper usage and function of the language.<sup>34</sup>

These will be accomplished through the development of knowledge and concepts that will end up in thoughts and actions helping in the change of attitude towards the learning process leading to a positive view of learning English

Considering that each student is unique, each one has a different learning style which is ways that a person prefers to take in process, information and skills, it influences the way we like to learn and how we best learn. A coach can consider the most commonly learning styles:

- Visual: the learner learns best through seeing, based on observation.
- Auditory: the learner learns best through hearing, based on listening
- Kinaesthetic: the learner learns best through using the body, based on hands-on work activities

Students need to obtain the basic abilities, strategies and methods of learning, these are critical for academic success, they help students acquire good grades and in

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<sup>34</sup> [www.coaching.in/english-coaching.htm/](http://www.coaching.in/english-coaching.htm/)

general they help them improve learning throughout their live which will support their career and many other interests.

Coaching is a process (an empowering process)<sup>35</sup>, not an event; through coaching a student will be aid to do new tasks, to do better on what they are doing, to perform at a higher level of complexity. It will also help them change the way they view themselves from a self-limiting view to a more self-enhancing view, this will take place when they combine knowledge with a set of related skills and personal effort succeeding on their tasks increasing their belief in their own ability to achieve.<sup>36</sup>

Coaches will have to:<sup>37</sup>

1. Define – identify the students goals
2. Assess - obtain valid, pertinent information that will help to base the following coaching plans and activities.
3. Plan – create a detailed plan with specific action steps and target dates for completion.
4. Execute the plan – work out activities and tasks that will be accomplished.
5. Review – evaluate the results to see how much progress has been achieved.

The coach will use a communicative approach considering that we speak or write for a purpose or function, breaking down the concept of language into units or situations in which they are used, here are some examples: apologising, advising, thanking, greeting, agreeing, interrupting, clarifying, disagreeing, expressing obligation, inviting, refusing and expressing preferences. When we describe language in this way we emphasize the use of the language and its meaning for the person who are in the context where it is used. Different levels of formality will be used like formal, informal or neutral given a sense of appropriacy of the use of the language.

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<sup>35</sup> Mink Oscar G., Owen Keith Q, Mink Barbara P, Developing High-Performance People, the Art of Coaching , Perseus Books Publishing, 1993.

<sup>36</sup> Mink Oscar G., Owen Keith Q, Mink Barbara P, Developing High-Performance People, the Art of Coaching, Perseus Books Publishing, 1993, page 2

<sup>37</sup> Mink Oscar G., Owen Keith Q, Mink Barbara P, Developing High-Performance People, the Art of Coaching, Perseus Books Publishing, 1993.

There can be a presentation of a case or context within a dialogue before a motivational activity with relation to the student's experiences and interests. A brainstorming or discussion to start the vocabulary and expressions that will be used to accomplish the communication, questions and answers related to the topic, and activities to apply of what has been learned.

All these means the presentation or introduction of a lesson through a realistic situation using pictures, dialogs where the teacher checks to see if the student has understood the concept, then the students practice to create familiarity and confidence with the new learning language and later to become independent users of the language instead of students of the language.

## **CHAPTER FIVE**

### **OTHER CAUSES OF THE CORE PROBLEM**

Teaching is and always has been a very complex activity; but in the last decade of two, education has been ineffective and inefficient placing Ecuador in one of the last position of South America concerning education.

Teaching has not been effective because students' cultural and generational backgrounds have not been taken into account, learning objectives and policies have not been presented in an accurate way. Good strategies have not been developed nor planned to organize a continuous and interactive motivational dynamic for maximum effectiveness, minimal opportunities is given to students to interact within real life environment.

Teachers are not skilled enough to assist students in defining realistic goals or they are set by the teacher; students sometimes have unrealistic notions about what they can accomplish. Teachers have not built positive relationships with nor valued each student, most of the time students do not feel comfortable to pursue inquiries and express themselves nor take full responsibility for their learning. Teachers do not take time to get to know and understand students, most of the time teachers judge students on a narrow set of skills or knowledge or they have low expectations and-or negative opinions about certain group of students. As mentioned before teachers sometimes make judgements of students based of social or cultural background.

Students' learning needs most of the time is not connected with their current and future lives, their work is entirely bound within the walls of the classroom and they do not receive appropriate feedback which is highly important in improving student outcomes. Feedback has to be aimed to support the learning process, should be ongoing and timely and not only in formal, summative assessment situations. Teachers should have students share their reflections on what they are doing in other words students can provide feedback and ask questions to clarify what has been learned.

Teachers lack strategies to promote students' self-confidence and willingness to take risks with their learning, students are not engaged in exploring tasks or new ideas that might not be successful.

Teachers make their curriculum planning in a way that there would be no interference with diverse opinion and ideas from the students, where speculative responses or work are discouraged.

New technology is a challenge and it has changed the way we behave and learn in our contemporary society and the students are exposed to a limited range and use of them without taking advantage of their particular potential to support learning.

## **HYPOTHESIS**

### **WORKING HYPOTHESIS (H<sub>i</sub>)**

Coaching affects positively the teaching and learning process of English students in the eighth level at Army Polytechnic School.

### **NULL HYPOTHESIS – (H<sub>o</sub>)**

Coaching does not affect the teaching and learning process of English students in the eighth level at Army Polytechnic School.

# **PART THREE**

## **METHODOLOGICAL**

## **DESIGN**

## **PART THREE**

### **METHODOLOGICAL DESIGN**

#### **3.1. THE TYPE OF RESEARCH AND DESIGN**

This research was applied and descriptive and of field, it allowed us to understand how the variables were related after obtaining the information, the results and conclusions of our initial research problem.

The techniques for gathering data were surveys and interviews; this study was qualitative and transversal.

#### **3.2. POPULATION AND SAMPLE**

We worked with five (5) classes of the eighth level with a total of 102 students and four (4) teachers.

#### **3.3. FIELD WORK**

The field work took place in the 8th level of English Education, at Army Polytechnic School – School of Languages, in Sangolqui. According with their schedule, each group was visited and explained about the survey.

#### **3.4. DATA COLLECTION**

The surveys and interviews were the techniques applied for gathering data.

#### **3.5. DATA ANALYSIS PROCEDURES**

Data were analysed by using descriptive statistics to find the usefulness of coaching.



# **PART FOUR**

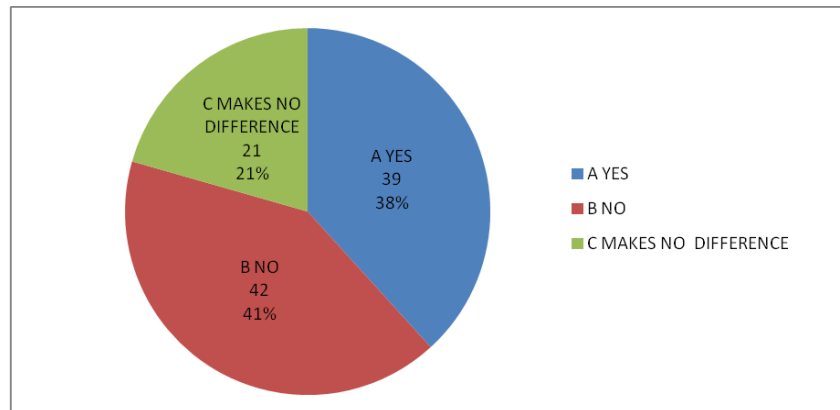
## **TESTING**

### **THE HYPOTHESIS**

**PART FOUR**  
**TESTING THE HYPOTHESIS**  
**4.1 GRAPHICAL EXPOSITION OF RESULTS**  
**SURVEY**

1. Do you study English because you like it?

INDICATOR	A YES	B NO	C MAKES NO DIFFERENCE
FRECUENCY	39	42	21
PERCENTAGE	38%	41%	21%



SOURCE: Survey

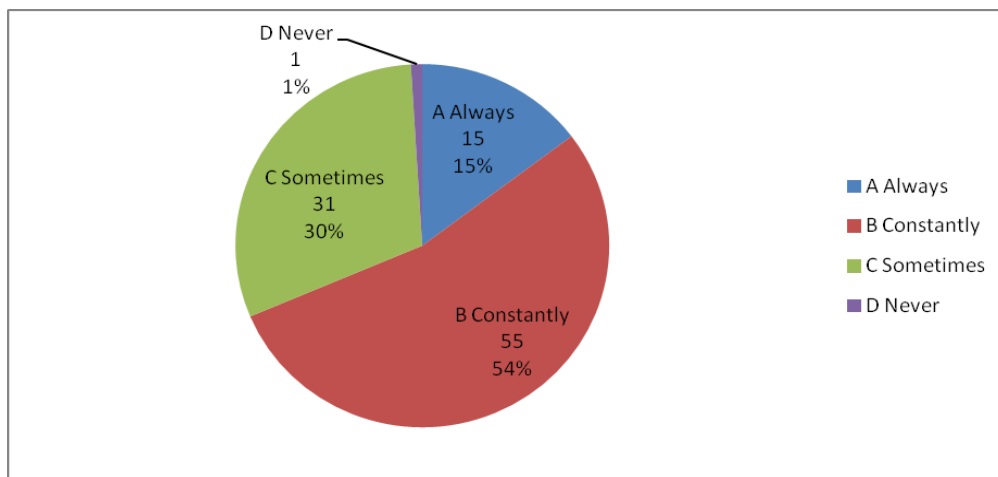
PREPARED BY: Cecilia Missura

ANALYSIS:

38% of the students studied English because they like it, 41% of the students did not like to study English and 21% of the students made no difference, they just have to study it.

2. In the time that you have been studying English, have you set yourself clear goals?

INDICATOR	A	B	C	D
	Always	Constantly	Sometimes	Never
FRECUENCY	15	55	31	1
PERCENTAGE	15%	54%	30%	1%



SOURCE: Survey

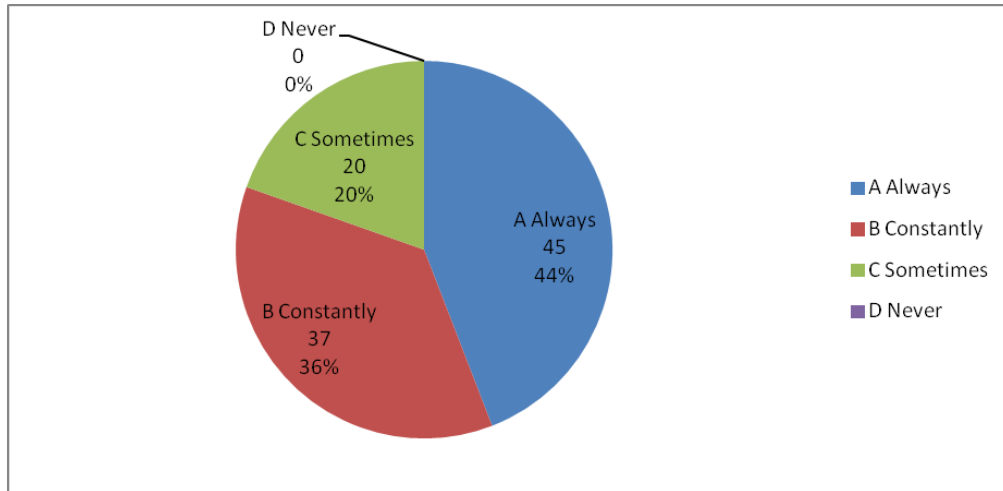
PREPARED BY: Cecilia Missura

ANALYSIS:

15% of the students have set clear goals to study English, 54% of the students have set their goals, 30% sometimes set goals and 1% of the students have never set their goals to study English.

3. Do you think that to learn English you should set goals?

INDICATOR	A Always	B Constantly	C Sometimes	D Never
FRECUENCY	45	37	20	0
PERCENTAGE	44%	36%	20%	0%



SOURCE: Survey

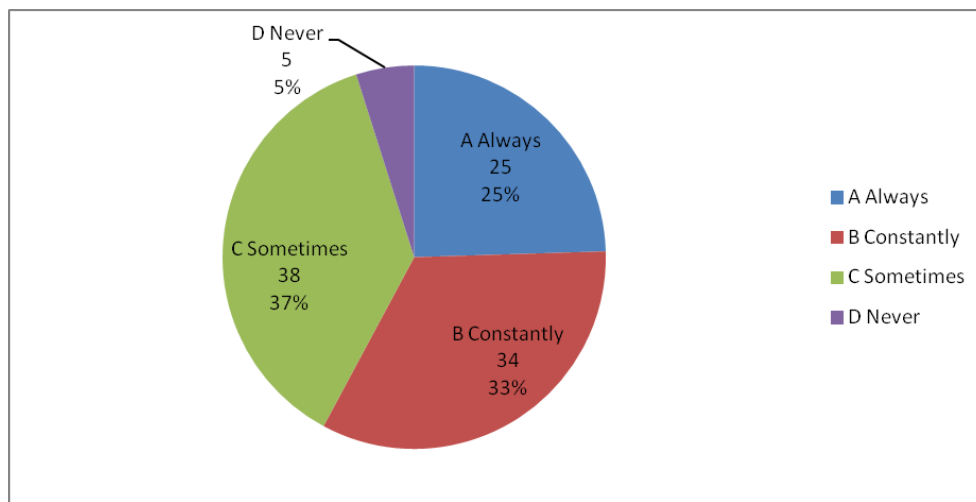
PREPARED BY: Cecilia Missura

ANALYSIS:

44% and 36% of the students think that they should always or constantly set goals while studying English and only 20% think that sometimes they should set goals.

4. Do you think that it is necessary to have someone help you increase your self-esteem, when you have problems with your studies?

INDICATOR	A Always	B Constantly	C Sometimes	D Never
FRECUENCY	25	34	38	5
PERCENTAGE	25%	33%	37%	5%



SOURCE: Survey

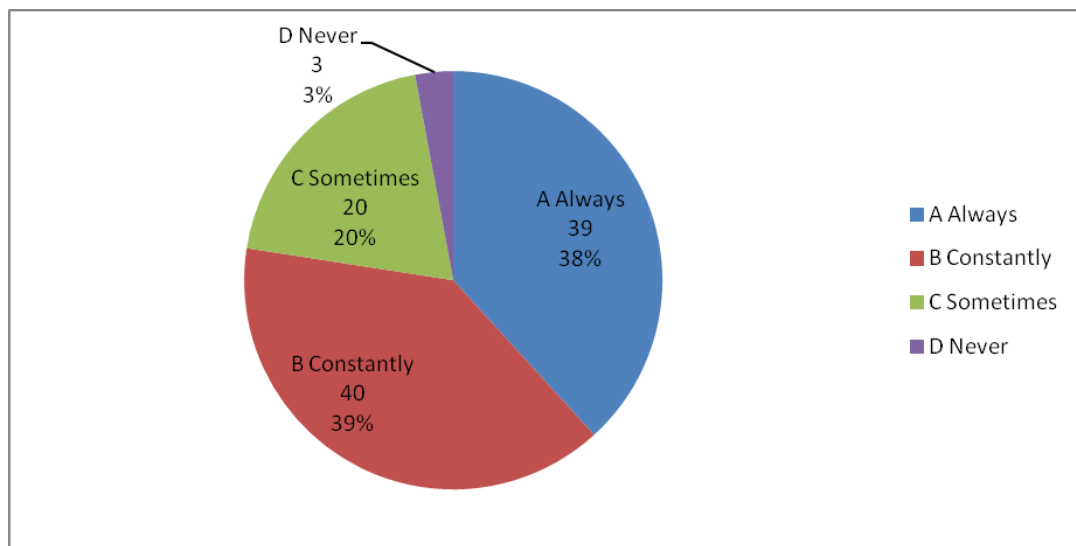
PREPARED BY: Cecilia Missura

ANALYSIS:

37% of the students think that sometimes they need someone to help them increase their self-esteem, however between always and constantly there is 59% that is in a higher need of having someone raise their self-esteem and a very low 5% don't need someone to help them.

5. Does your English teacher teach you according to your learning style?

INDICATOR	A	B	C	D
	Always	Constantly	Sometimes	Never
FRECUENCY	39	40	20	3
PERCENTAGE	38%	39%	20%	3%



SOURCE: Survey

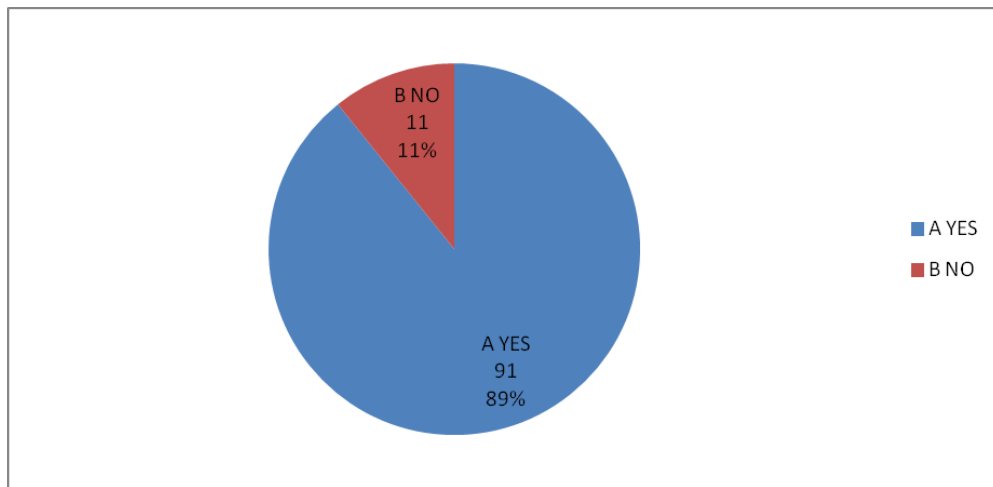
PREPARED BY: Cecilia Missura

ANALYSIS:

A high percentage of teachers use different learning styles to teach, only 3% of the students think that they don't.

6. Do you think that it is important to have someone understand your learning style?

INDICATOR	A YES	B NO
FRECUENCY	91	11
PERCENTAGE	89%	11%



SOURCE: Survey

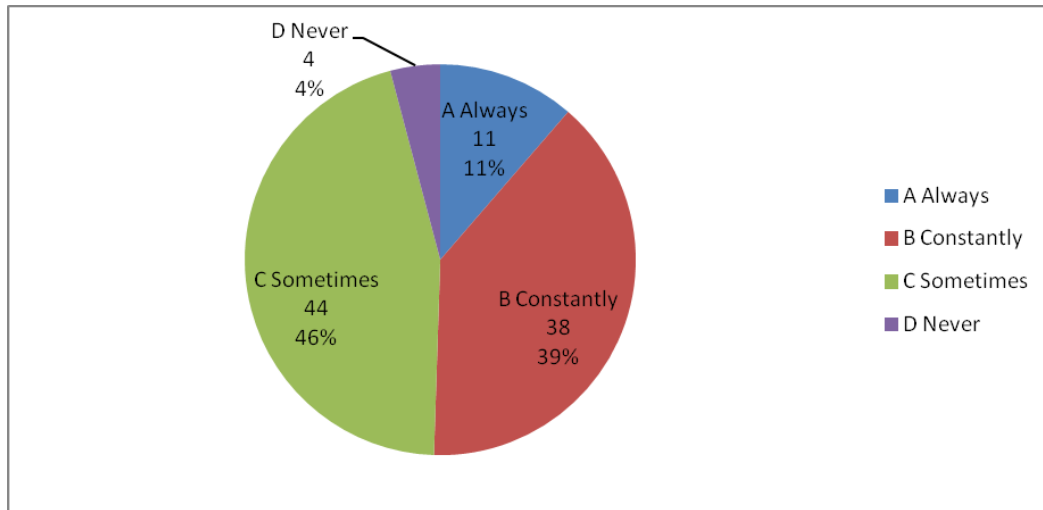
PREPARED BY: Cecilia Missura

ANALYSIS:

89% of the students think that it is important that the teacher should understand their learning style and 11% think that it is not important, probably it is easier for them to learn either way.

7. Procrastination is leaving things for later; do you do that when working with English?

INDICATOR	A	B	C	D
	Always	Constantly	Sometimes	Never
FRECUENCY	11	38	44	4
PERCENTAGE	11%	39%	46%	4%



SOURCE: Survey

PREPARED BY: Cecilia Missura

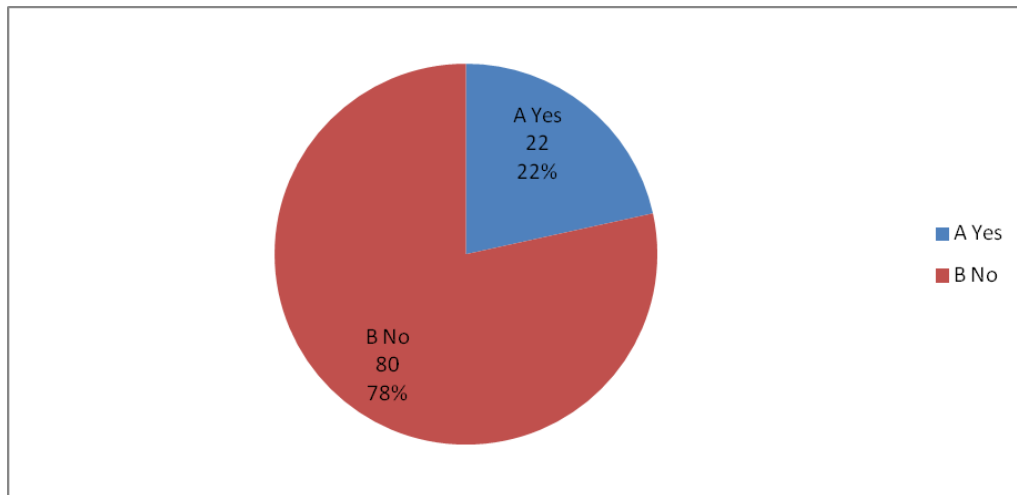
ANALYSIS:

There is a high percentage of students that sometimes or constantly procrastinate, between them they make a high 88% and there is only a small percentage that never procrastinate 4%.



8. Have you failed a semester because of lack of commitment?

INDICATOR	A	B
	Yes	No
FRECUENCY	22	80
PERCENTAGE	22%	78%



SOURCE: Survey

PREPARED BY: Cecilia Missura

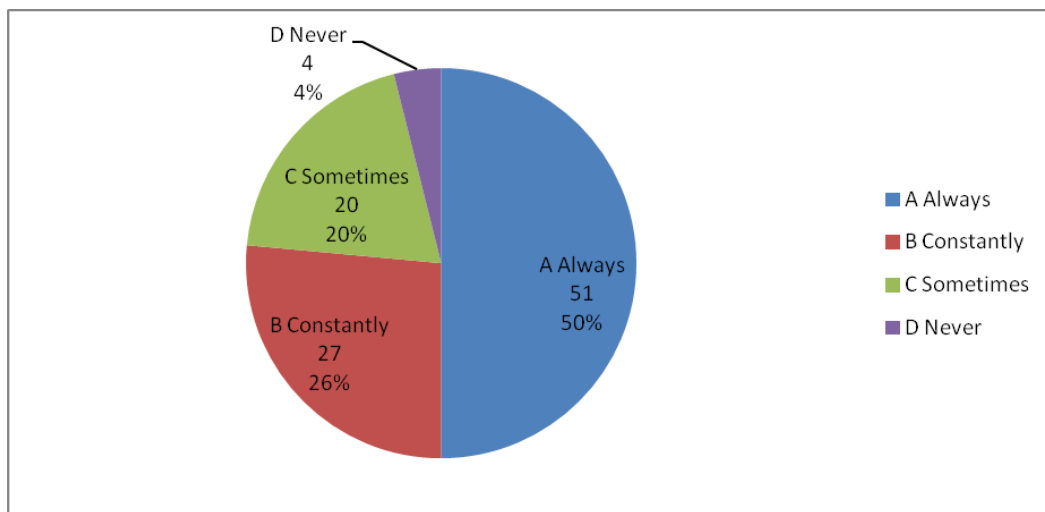
ANALYSIS:

A very low percentage of students have failed a semester (21%)

An 80% of students haven't had any problems; here we have to consider that most of the students like to study English.

9. Have you received support from your English teacher when you had problems through the process of learning English?

INDICATOR	A Always	B Constantly	C Sometimes	D Never
FRECUENCY	51	27	20	4
PERCENTAGE	50%	26%	20%	4%



SOURCE: Survey

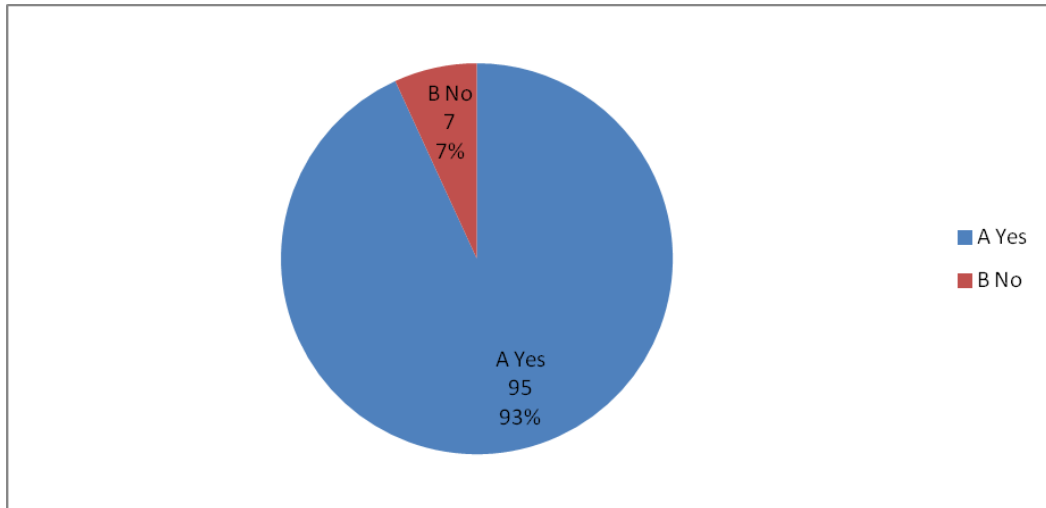
PREPARED BY: Cecilia Missura

ANALYSIS:

There is a high percentage of the students (78% between always and constantly) that have receive support from their English teacher when they had problems, just a 20% of the students have received assistance sometimes and 4% that have never received support which is a very low percentage.

10. Do you think that a teacher should be like a coach?

INDICATOR	A	B
	Yes	No
FRECUENCY	95	7
PERCENTAGE	93%	7%



SOURCE: Survey

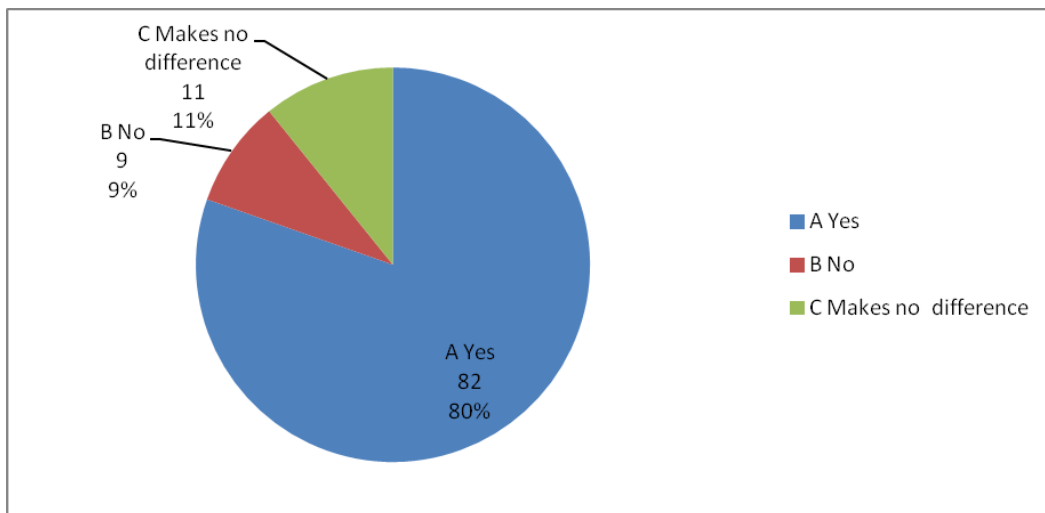
PREPARED BY: Cecilia Missura

ANALYSIS:

93% of the students think that the teacher should be like a coach and only 7% of them disagree or said no, a high percentage would like to have their teacher with the qualities of a coach.

11. Now that you are in your last semester, do you think that a coach may have helped you increase your knowledge and appreciation of the English language?

INDICATOR	A Yes	B No	C Makes no difference
FRECUENCY	82	9	11
PERCENTAGE	80%	9%	11%



SOURCE: Survey

PREPARED BY: Cecilia Missura

ANALYSIS:

80% of the students think that a coach might have helped them increase their knowledge and appreciation of the English language, 9% do not agree and 11% makes no difference if they have had a coach.

## INTERVIEW

Question # 1 What do you think is the most difficult approach for the students to learn English?

Environment

Background

Schools/teachers

Others

Teachers	Summary	Analysis
Teacher # 1	Believes that the background of the students is the most difficult approach for the students to learn English	Teachers agree that most of the students come from the schools around ESPE - Sangolqui or from other provinces where English has not been the priority, where students had none or poor study strategies, with pronunciation, grammar, writing and listening problems.
Teacher # 2	Agrees that the background of the students is the problem for the students to learn English	
Teacher # 3	This teacher thinks that there are other problems	
Teacher # 4	This teacher said that most of the students have learning problems because they employ weak strategies in classes or while they are studying at home	

Question # 2 How is your relation with the students?

Teachers	Summary	Analysis
Teacher # 1	Has an excellent relation, they are friends	None of them had any problems with the students; they had a good relationship with them.
Teacher # 2	Has a good relationship because she tries to encourage students to feel comfortable in a familiar environment where they may improve their knowledge through working in a group with tolerance for mistakes and differences. Basically as a teacher she has to give the example for that respecting each student and motivating all of them permanently.	
Teacher # 3	His relation is appropriate within the normal cannon of relation teacher/student. There is an acceptable rapport.	
Teacher # 4	She has a good relationship with the students	

Question # 3 When you teach do you refer only to your English Books?

Teachers	Summary	Analysis
Teacher # 1	Doesn't refer only to his English books, he uses other materials	Although they are using new books, all of the teachers have to use extra material because they have
Teacher # 2	Works with extra material, especially realia, worksheets, music, videos.	two hour classes so they have to have the students occupied and interested in the subject. Teachers
Teacher # 3	Has extra material.	work between the class and the laboratory.
Teacher # 4	Works with extra material.	

Question # 4 How much do you spend with your students to raise their self-esteem?

Teachers	Summary	Analysis
Teacher # 1	He is constantly raising the student self-esteem	Teachers have enough time within the two-period or four-period class that they can talk and keep the students motivated and raising their self-esteem. Also they have a maximum of 16 students per class which is a good group to manage and they are able to talk among them.
Teacher # 2	She is all the time motivating them with a positive feedback for their work. Because the first goal is to make them feel comfortable to develop their language skills.	
Teacher # 3	When they talk, he relates student's tasks with improving their self-esteem.	
Teacher # 4	She involves the students in the learning process because they perform better when they are actively engaged with the help and support provided by the teacher.	



Question # 5 How do you motivate your students?

Teachers	Summary	Analysis
Teacher # 1	Explaining that English opens the doors for a better life.	They all motivate the students through speeches and positive feedback.
Teacher # 2	She provides positive feedback and also tries to design activities that they feel able to accomplish. The group of “CAN” activities is mostly used in her class.	I believe that teachers that have two and four hour classes can manage their time to talk with the students; however, teachers that only have one hour of class might be difficult to approach the students more often.
Teacher # 3	He motivates his students through speeches and stories.	
Teacher # 4	She involves the students in their learning process because she believes that they perform better when they are actively engaged.	

Question # 6 How do you deal with the procrastination of your students?

Teachers	Summary	Analysis
<p>Teacher # 1</p> <p>Teacher # 2</p> <p>Teacher # 3</p> <p>Teacher # 4</p>	<p>He thinks it is important to help them improve.</p> <p>Provides the students with a calendar of activities and deadlines with the purpose of making them acquire a habit to do things on time. But also accepts some assignments for a different date when students have personal or health problems.</p> <p>By reminding them every day of their assigned tasks in advance.</p> <p>Teaching them strategies how to record notes and study for exams as well as time management.</p>	<p>Teachers are always reminding students not to forget their deadline projects.</p> <p>Only one teacher mentioned that students had weak strategies in classes and studying at home and that they should teach the students time management.</p>

Question # 7 Do you teach through competencies?

Teachers	Summary	Analysis
Teacher # 1	Yes, he does.	All are using competencies to teach students
Teacher # 2	She basically works with techniques and activities that lead students to become independent learners being able to manage the different language competencies, producing the language in real situations.	
Teacher # 3	Yes, he does teach through competencies.	
Teacher # 4	She provides practice opportunities so students achieve more and learn how to learn.	

Question # 8 Do you use reflective Learning with your students?

Teachers	Summary	Analysis
<p>Teacher # 1</p> <p>Teacher # 2</p> <p>Teacher # 3</p> <p>Teacher # 4</p>	<p>Yes, he does</p> <p>All the time she tries the students to establish a level of reflection through the learning process.</p> <p>Reflection between their necessities to learn the language, their objectives and the use of English in their real lives.</p> <p>He does use reflective learning with his students</p> <p>Yes, she does - she gives them practice opportunities</p>	<p>All of them use a reflective learning with the students; this might be possible with students of this level because they are grown up and not kids where we have problems making them think of why they study.</p>

Question # 9 Do you teach using the different styles of learning?

Teachers	Summary	Analysis
Teachers # 1,2,3,4	They all design their classes using and following different activities that can help students according to their learning styles.	They have to use different learning styles because they have enough time within classes that they have to keep the interest of the students.

## **4.2 ANALYSIS OF THE RESULTS OF THE INTERVIEWS**

This survey, done to a 102 students, determines that a high percentage of the students think that a coach would have helped them increase their knowledge and appreciation of the English Language. Furthermore, 93% of the students think that their teacher should be like a coach.

We can notice that a high percentage of the students (38%) study English because they like it, and 41% of the students study English because it is a requirement of ESPE to finish a career. There is not much difference between the two groups so we notice that all of them set constantly goals to study English and finish their career.

There is a high percentage between sometimes and always (97%) of the students that think that they need someone to help them increase their self-esteem, every time we fail we need someone to help us see things different.

When students were asked about learning styles a high percentage of them believe that it is very important that their teachers use different styles to meet the needs of each student, and 39% of the students said that their teachers always taught them according to their learning styles, 40% said that constantly and 20% said that sometimes and a very low percentage said that they never were taught according to their learning styles (3%).

Between: always, constantly and sometimes there is a 95% percent of people who procrastinate and a very few 4% that never procrastinate, this is a problem around the world; 20% of the people are chronic procrastinators, they procrastinate in every task or area of their life; then there is 95% of the rest of the people who procrastinate from time to time and because it is common we shouldn't worry about this, there are many negative consequence for procrastinating.

Only 21% of the students had failed a semester because of lack of commitment this is not to high taking in account that there are eight semesters of English courses and most of the students like to study English and others have to study so they have to prevail in their study.

There is a high percentage (93%) of the students that think that a teacher should be like a coach and 80% of the students believe that they would have done better in

English if there had been someone like a coach to help them go through their study of the English language.

### 4.3 VERIFICATION OF THE HYPOTHESIS

#### Group 1

<b>VARIABLES</b>	<b>A YES</b>	<b>B NO</b>	<b>C MAKES NO DIFFERENCE</b>	<b>TOTAL</b>
1. Do you study English because you like it?	<b>39</b>	<b>42</b>	<b>21</b>	<b>102</b>
11. Now that you are in your last semester, do you think that a coach may have helped you increase your knowledge and appreciation of the English Language	<b>82</b>	<b>9</b>	<b>11</b>	<b>102</b>
<b>TOTAL</b>	<b>121</b>	<b>51</b>	<b>32</b>	<b>204</b>



**Group 2**

<b>VARIABLES</b>	<b>A ALWAYS</b>	<b>B CONSTANTLY</b>	<b>C SOMETIMES</b>	<b>D NEVER</b>	<b>TOTAL</b>
2.In the time that you have been studying English have you set yourself clear goals?	15	55	31	1	<b>102</b>
3.Do you think that to learn English you should set goals?	45	37	20	0	<b>102</b>
4.Do you think that it is necessary to have someone help you to increase your self-esteem, when you have problems with your studies?	25	34	38	5	<b>102</b>
5.Does your English teacher teach you according to	39	40	20	3	<b>102</b>

your learning style?					
7.Procrastination is leaving things for later; do you do that when working with English?	11	38	49	4	<b>102</b>
9.Have you received support from your English teacher when you had problems through the process of learning English?	49	27	20	6	<b>102</b>
<b>TOTAL</b>	<b>184</b>	<b>231</b>	<b>178</b>	<b>19</b>	<b>612</b>

**Group 3**

<b>VARIABLES</b>	<b>A YES</b>	<b>B NO</b>	<b>TOTAL</b>
6.Do you think that it is important to have someone understand your learning style?	91	11	<b>102</b>
8.Have you failed a semester because of lack of commitment?	22	80	<b>102</b>
10.Do you think that a teacher should be like a coach?	95	7	<b>102</b>
<b>TOTAL</b>	<b>208</b>	<b>98</b>	<b>306</b>

Group 1

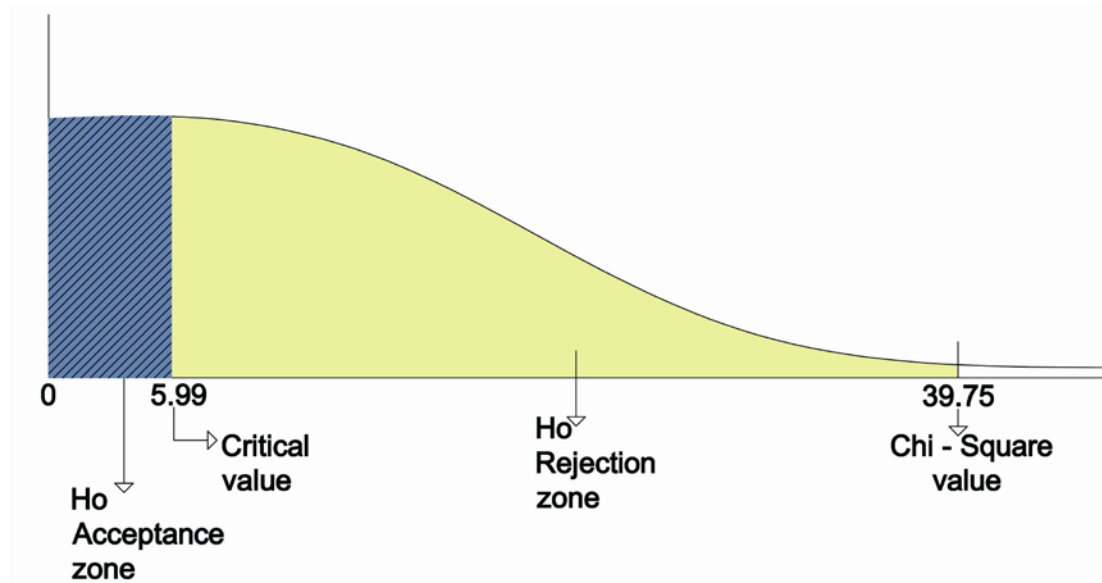
# Chi-Square Analysis

V a r i a b l e #1

39	42	21
82	9	11

V a r i a b l e #2

Chi-square = 39.759 (df = 2, p = .0000)  
Contingency coefficient = .404  
Phi coefficient = .441



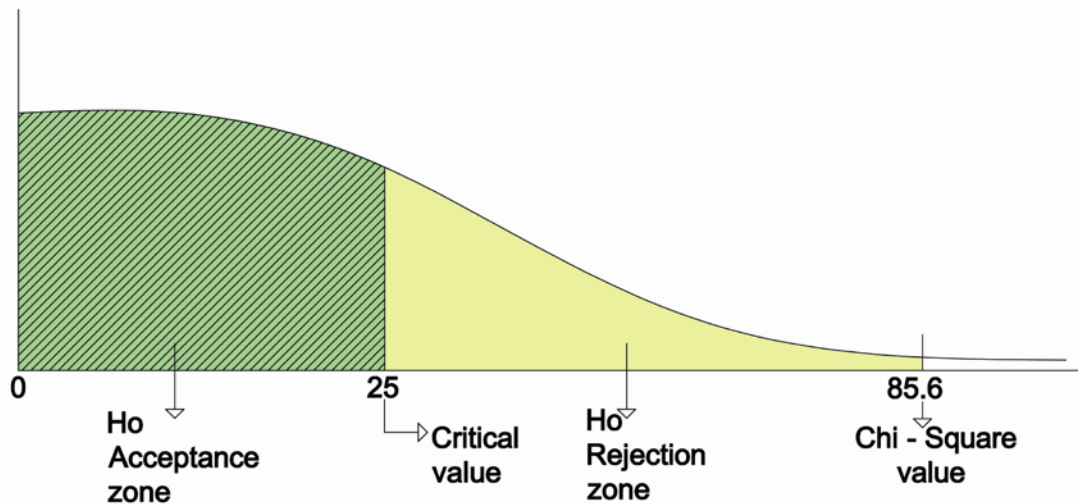
# Chi-Square Analysis

V a r i a b l e #1

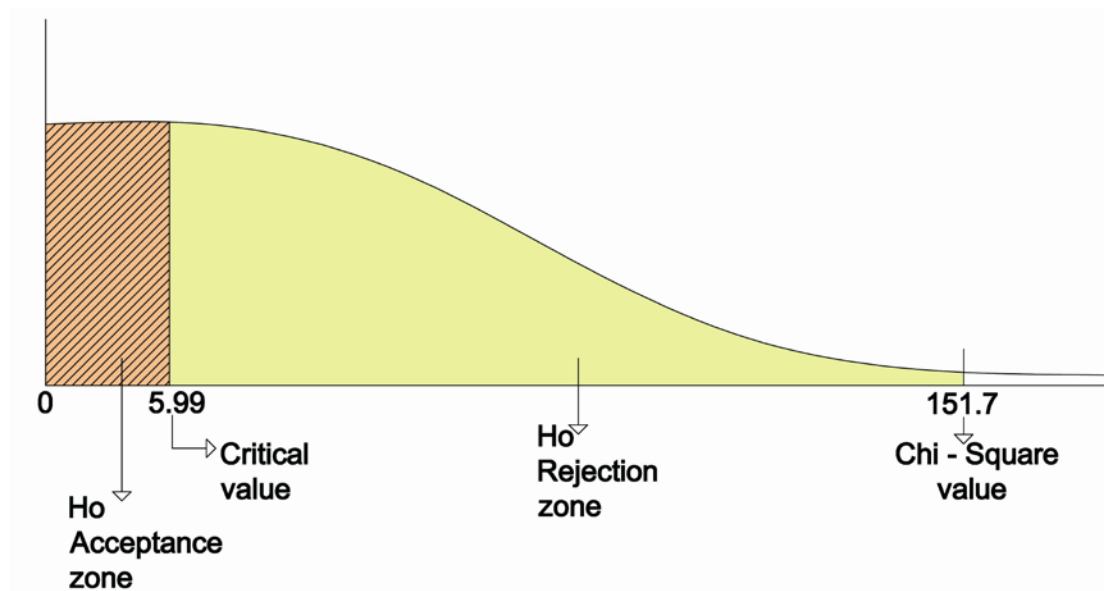
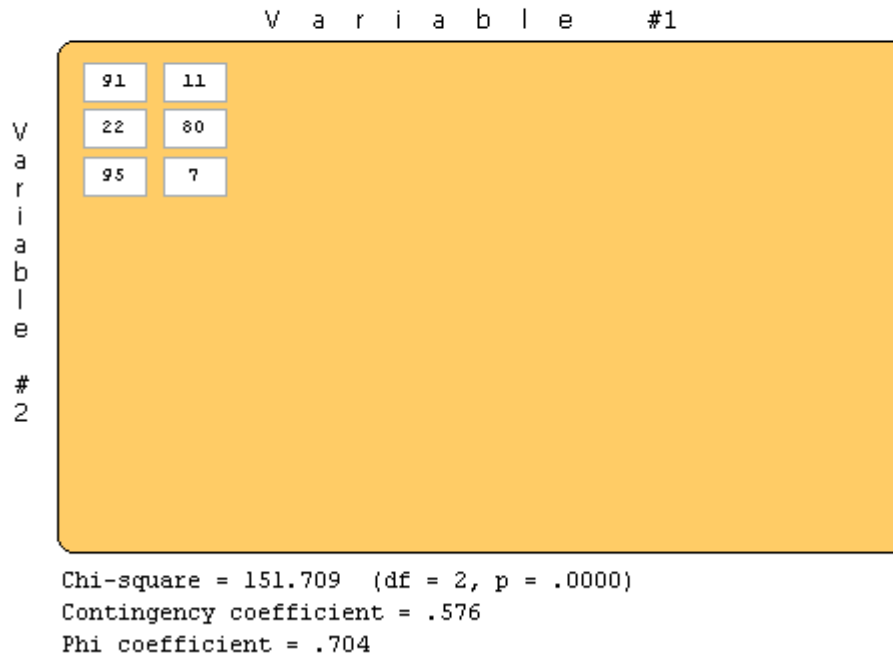
15	55	31	1
45	37	20	0
25	34	38	5
39	40	20	3
11	38	49	4
49	27	20	6

V a r i a b l e #2

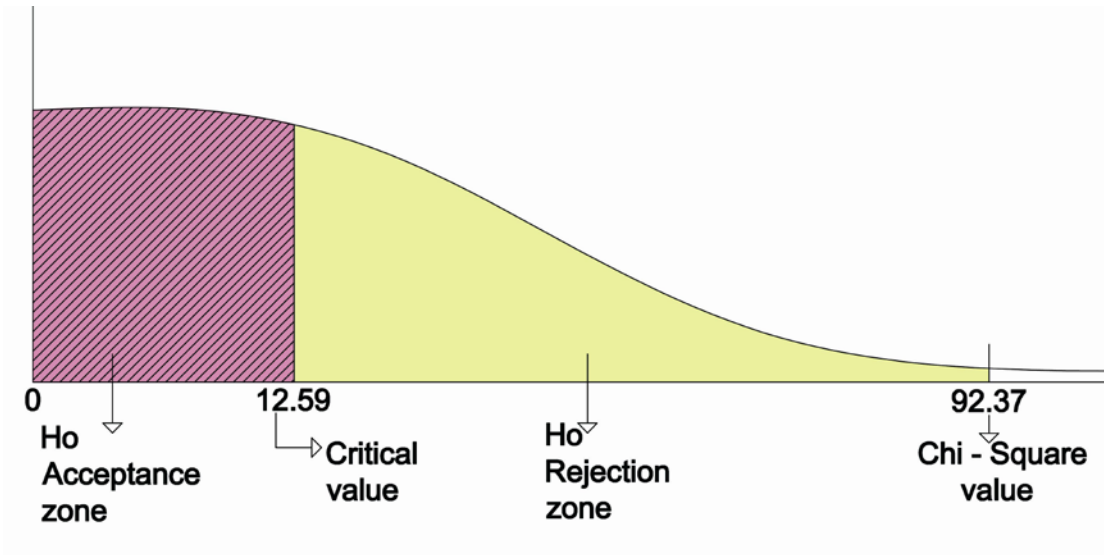
Chi-square = 85.666 (df = 15, p = .0000)  
Contingency coefficient = .350  
Phi coefficient = .216



# Chi-Square Analysis



# ANALYSIS GROUP 1, 2 AND 3



39.759	2	Group 1
85.666	15	Group 2
151.709	2	Group 3
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277.134	19 (divided by 3)	
Chi square	Coef.	

#### **4. 4 CONCLUSIONS**

Among the 102 students, we have seen that 62% of them study English because they have to, either because it is a requirement in their studies or for improving their jobs because they look for a higher position or a raise. People is accepting that the study of English is almost an obligation because the English language is used in just about everything, school students are not conscious about this and they are still reluctant to study but when they reach the university they find out that it is one of the requirements to complete their career.

Nowadays, college students have tremendous opportunities to go abroad and work on summer jobs, take different courses or just simply travel and it is that at this age is when they discover how important is to know different language and most of all English because it is the most spoken language.

The survey was done to students that were attending the last level of English and a very high percentage of students, that is 82%, think that a coach might have helped them increase their knowledge and appreciation of the English language, that they would have liked to have someone help them increase their self-esteem, help them with procrastination and receive support when they had problems. Although only 22% of students failed a semester which I think is a low percentage students might have wanted better grades something that was not taken into consideration for the purpose of this research.

We can appreciate within their responses that it did not make any difference if their English teacher or someone different coached them through their learning process.



## 4.5 RECOMMENDATIONS

The point of this research is to see how coaching could improve the learning in our students, but it really should start coaching within all the staff of the schools so there would be a school development where learning is promoted and builds capacity for change.

Beyond that, we understand that the coach and the person being coached or the cohee are working together to create changes.

The adoption of coaching approaches will improve the learning and the lives of all the administrators, staff, teachers and students because it really should start the coaching process from the head of the school management.

We can find many programs that can help improve teaching and learning through peer coaching, students helping other students in their learning process is known in American Education as we can read in the article of Vaidya Sheila R., where she provides a full description of an effective program that provided instruction in teaching and learning to peer coaching, she also mentions that the students who participated in one-to-one coaching demonstrated a learning experience in the cognitive, affective and social areas and that the program benefited both the students and the coaches.<sup>38</sup>

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<sup>38</sup>Vaidya Sheila R., "Improving teaching and learning through peer coaching", Teacher Preparation Disque 109, Drexel University, Philadelphia, Pennsylvania, 19104

**PART FIVE**

**PROPOSAL**

## **PART FIVE**

### **PROPOSAL**

English is the language that is spoken globally, this means that the majority of countries use English for communication purposes and it is used in every major field, with this information it is mandatory that everybody should learn English, for this purpose and seeing all the difficulties that the students at the Army Polytechnic School have to face I want to propose the use of coaching as a strategy for the teaching and learning of English.

Coaching as mentioned before is one of the fastest growing industry and it seems to be everywhere, also used for school development. There is evidence according to Jane Creasy and Fred Paterson<sup>39</sup> that coaching promotes learning and builds capacity for change in Education, this means the value of teachers learning with and from one another.

According to the survey done to the Army Polytechnic School's students did not care if the coach was a different person from their English teacher, so we can talk about peer coaching that is teachers learning with and from each other. The aim is to improve the professionalism, teamwork and leadership which will end in a rapid and sustainable improvement in standards.

One person will support another to develop understanding and practice in an area where there is a need and interest, in this case would be studying English, they will help students explore their needs, their desires and skills helping students to make a real and lasting change.

These is mentioned because there is a lack of team work among teachers and this is a way of helping students increase their desire to learn, peer coaching helps increase collegiality and improve teaching. Teachers share their expertise and give one another feedback, support, and assistance that will help them refine their skills, learn new skills and or solve classroom related problems.

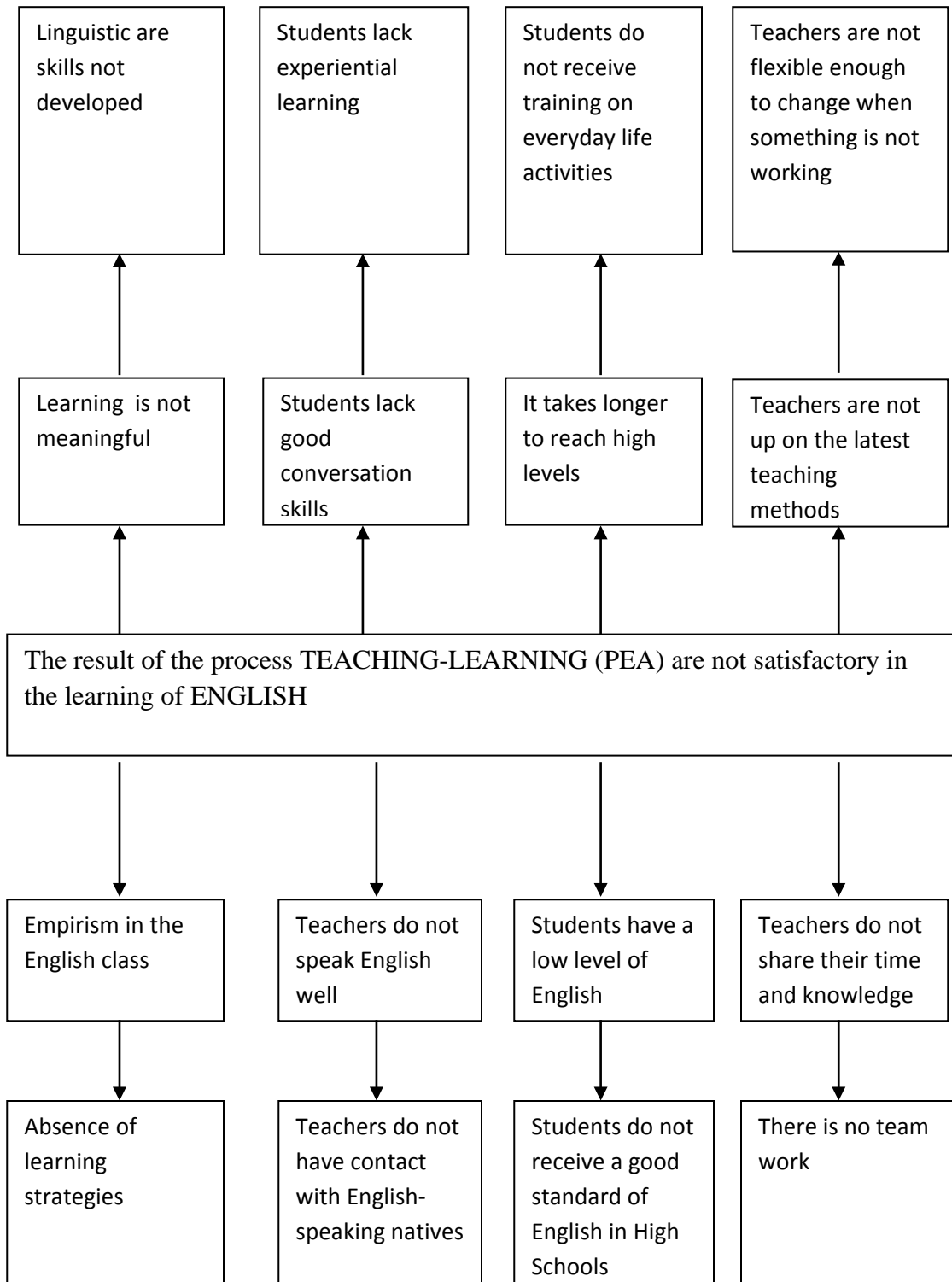
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<sup>39</sup> Creasy Jane; Paterson Fred. Leading Coaching in Schools, National College for School Leadership, September 2005, [www.ncsl.org.uk](http://www.ncsl.org.uk)

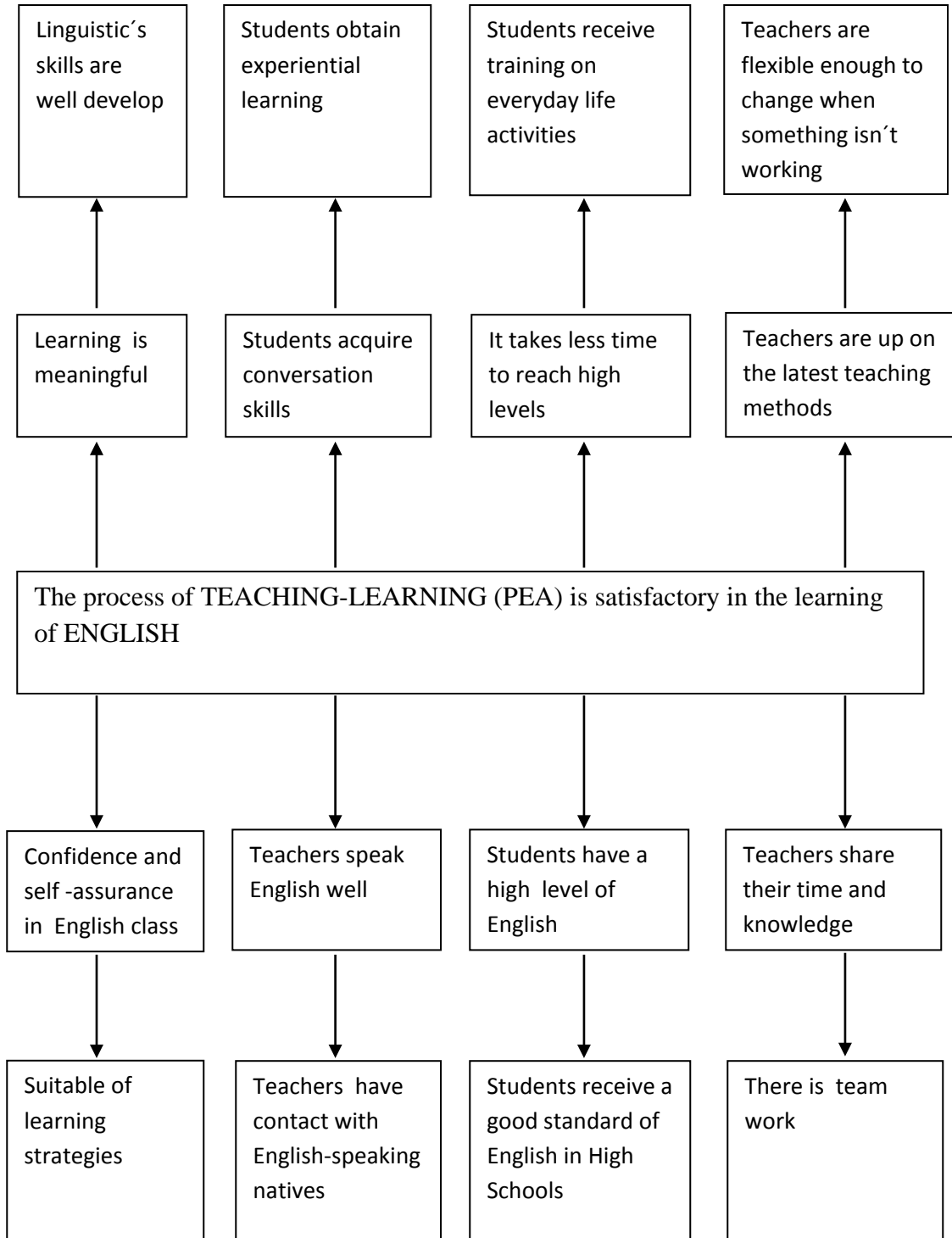
## 5.1 ANALYSIS OF STAKEHOLDERS

Groups	Interests	Problems	Resources and mandates
Students	Learning is meaningful with linguistic's skills well developed and students obtain experiential learning	Absence of learning strategies and empirism in the English class	Students will be trained in everyday life activities
Teachers	Teachers are up on the latest teaching methods	Do not share their time nor knowledge	Teachers will have contact with English/speaking natives to improve their level of knowledge of the language
Community	English is a high requirement for job opportunities	Students do not receive a good standard of English in the majority of schools	Develop a program for schools with the level students should reach at the end of their studies

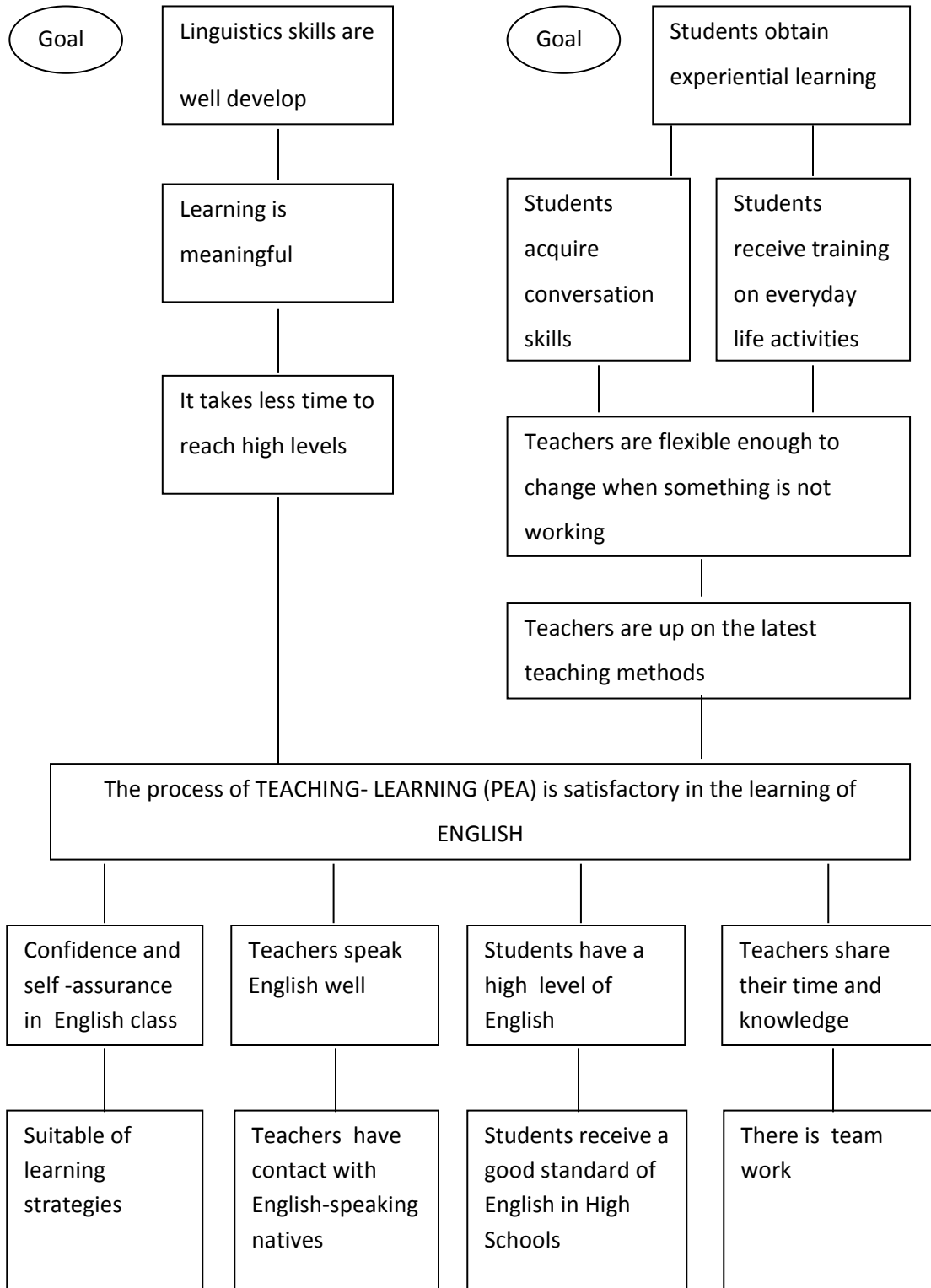
## 5.2 PROBLEMS TREE



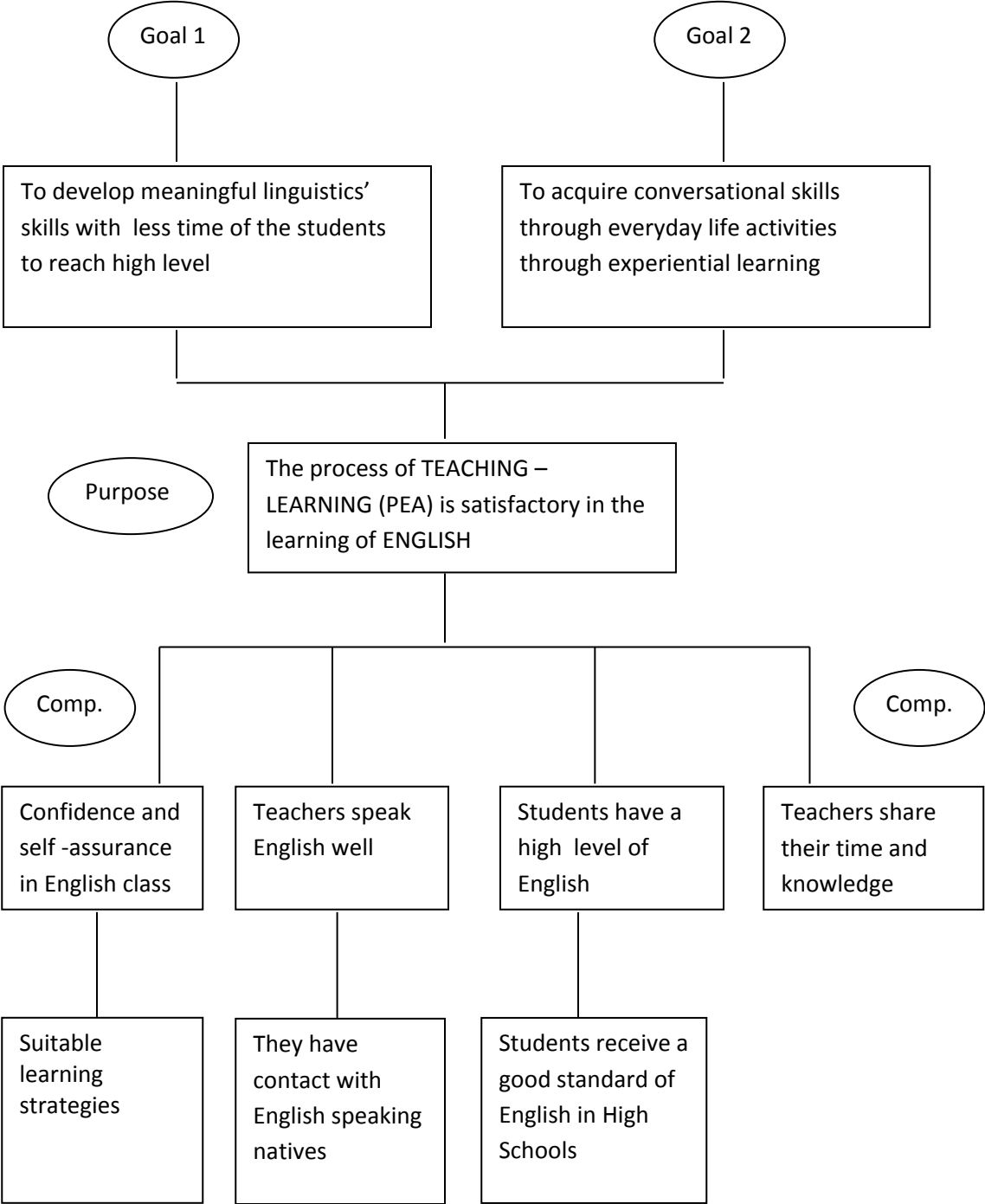
### 5.3 OBJECTIVES TREE



## 5.4 ALTERNATIVE TREE



### 5.5 ANALYTIC STRUCTURE OF THE PROPOSAL





## 5.6 LOGIC VERTICAL OF THE OBJECTIVES

<b>Narrative Resume of the objectives</b>	<b>Indicators</b>	<b>Verification Media</b>	<b>Supposing</b>
<p style="text-align: center;"><b>Goals</b></p> <p>1. To help students acquire and develop meaningful linguistics skills with less time</p> <p>2. To acquire conversational skills through everyday life activities through experiential learning</p>	<p>Student (80%) will have less problems to reach a high performance</p> <p>Every student will have to use English to talk about their everyday activities</p>	<p>Results of the tests</p> <p>A pre and post test will be taken by the students (beginning and end of each semester)</p> <p>Teachers will learn how to work with students in the different areas where a coach will work</p>	<p>Students are aware of the need of the help of a Coach</p>
<p style="text-align: center;"><b>Purpose</b></p> <p>The process of TEACHING-LEARNING is satisfactory in the learning of ENGLISH</p>	<p>The number of students (80%) will improve their performance in English Language</p>	<p>At the end of the semester the students should be able to demonstrate the difference between having or not having a coach</p>	<p>Giving the necessary conditions to improve the needs and knowledge of the students and teachers</p>
<p style="text-align: center;"><b>Components</b></p> <p>Confidence and self-assurance in</p>	<p>Coaching will be implemented in</p>		

<p>English class Students have a high level of English Teachers speak English well Teachers share their time and knowledge</p>	<p>their classes through their teachers or a different person (a coach) Teachers need to have contact with English-speaking natives and-or improve their English with classes</p>		
<p><b>Activities</b> Workshops on peer coaching, team work and leadership Continuous coaching meetings and training with students Lecturers Programs to improve teaching and learning</p>	<p><b>Resources</b> Coach Books Trainers Utilities (copies, use of internet)</p>	<p><b>Expenses</b> US\$2.000,00 US\$ 600,00 US\$ 500,00 US\$ 740,00 TOTAL 3,340,00</p>	

## 5.7 BUDGET

<b>Resources</b>	<b>Cost</b>
Coach	US\$ 2,000,00
Internet	US\$ 240,00
Workshops (trainers-copies)	US\$ 500,00
Books	US\$ 600,00
<b>TOTAL</b>	<b>US\$ 3,340,00</b>

## 5.8 ACTIVITIES OF THE PROPOSAL

<b>ACTIVITIES</b>	June /July 2012	August 2012	September/ March 2013	April/2013
Elaboration of the project	X			
Presentation of the project		X		
Seminars and-or workshops		X	X	
Implementation in class			X	X
Pre and Post tests			X	X
Analysis of the results				X

## **5.9 EVALUATION OF THE PROPOSAL**

This proposal will be very helpful to the development of teaching of the English language at ESPE because it will help teachers (if they are the ones to be coached, peer-coaching) and the students to increase into a very high percentage the level of the language, it will be a lasting change because it will help develop the inner part of the people involved in the process, coaching will help to have a more participative human interaction because in this process just about everybody in the English department should participate this means administrators, staff, teachers and pupils.

The process of coaching in schools or in this case the university can be done with the acquisition of written material and the help of people that have been doing this work in different countries like the United States or the UK, like the ones done by the National College for School Leadership, NCSL “Leading Coaching in Schools” and a “Coaching for teaching and learning: a practical guide for schools” a research project conducted by Newcastle University and funded by CfBT Education Trust and the National College from the UK.

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