



EFL Teachers' Perceptions of Linguo-coaching

Aidana Palmanova

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«SDU University»

Department of Language Education

Thesis Advisor:

PhD, Associate Professor, Gulzhaina Kassymova

«SDU University»

Faculty of Education and Humanities

Department of Language Education

This is to certify that the Master's Thesis of

Aidana Palmanova

has met the thesis requirements of

SDU University

Kaskelen, 2024

Approved by:

PhD, Associate Professor,
Gulzhaina KASSYMOVA
Thesis Supervisor

PhD, Associate Professor,
Gulzhaina KASSYMOVA
Committee Chair

Phd Candidate,
Idayatulla ADIKHANOV
MA program coordinator

Phd, Associate Professor,
Akmarzhan NOGAIBAYEVA
Head of the Language Department

PhD, Associate Professor Zhainagul DUISEBEKOVA
Dean, Faculty of Education and Humanities

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Aidana Palmanova

Name

Signature

Date

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EFL Teachers' Perceptions of Linguo-coaching

Abstract

The purpose of this study is to explore EFL teachers' perceptions of linguo-coaching as an approach to teaching adult learners in Kazakhstan, focusing on its advantages and challenges. The study involved 11 EFL teachers working at universities, private language schools, and as independent tutors. A qualitative research design was employed, utilizing semi-structured interviews to gather in-depth insights into the participants' experiences and reflections. Data were analyzed thematically to address the research questions.

The findings indicate that linguo-coaching offers significant benefits, including enhanced learner autonomy, motivation, and personalized learning. Participants highlighted the effectiveness of tools such as the GROW Model and the language wheel in facilitating goal-setting and reflective practices, fostering self-directed learning among adult learners. However, challenges such as limited teacher training, institutional constraints, and resource limitations were also identified. Teachers emphasized the need for professional development programs to equip them with the competencies necessary for implementing linguo-coaching effectively.

This study contributes to the growing body of literature on linguo-coaching by providing insights into its application in the EFL context of Kazakhstan. It highlights the potential of linguo-coaching to transform traditional language teaching methodologies while addressing barriers to its integration. The findings have implications for educators, policymakers, and researchers seeking to modernize language teaching practices. Future research could expand on this study by including learner perspectives and exploring the long-term impact of linguo-coaching on language proficiency.

Keywords: linguo-coaching, EFL teaching, teacher perceptions

Ағылшын тілі мұғалімдерінің лингвокоучингке деген көзқарасы

Аңдатпа

Бұл зерттеу шет тілін үйретуде (EFL) ағылшын тілін оқытатын мұғалімдердің лингвокоучингті ересектерді оқытудағы әдіс ретінде қабылдауын зерттеуге арналған. Зерттеуге Қазақстанның университеттерінде, тіл мектептерінде және жеке репетиторлықпен айналысатын 11 мұғалім қатысты. Қатысушылардың тәжірибелері мен пікірлерін терең түсінуге мүмкіндік беретін жартылай құрылымдалған сұхбат әдісі мәліметтерді жинау үшін қолданылып, қатысушылардың тәжірибелері мен пікірлерін терең түсінуге мүмкіндік берілді. Мәліметтер тақырыптық талдау әдісі арқылы өңделді.

Зерттеу нәтижелері лингвокоучингтің оқушылардың автономиясын дамытуға, мотивациясын арттыруға және оқу үдерісін жекелендіруге ықпал ететінін көрсетті. Қатысушылар GROW моделі мен «тілдік дөңгелек» секілді құралдардың мақсат қою мен рефлексияны қолдау арқылы оқыту үдерісіне тигізетін пайдасын атап өтті. Дегенмен, зерттеу мұғалімдердің дайындығының жеткіліксіздігі, институционалдық шектеулер және ресурстардың аздығы сияқты негізгі қиындықтарды анықтады. Мұғалімдер коучингтік дағдыларды меңгеруге арналған кәсіби даму бағдарламаларының қажеттілігін ерекше атап өтті.

Зерттеу лингвокоучингтің ағылшын тілін оқытудың дәстүрлі әдістерін жаңғыртудағы әлеуетін растайды. Бұл нәтижелер оқытушыларға, білім беру саясаткерлеріне және тіл оқыту әдістерін жаңғыртуды көздейтін зерттеушілерге пайдалы болуы мүмкін. Болашақ зерттеулер студенттердің пікірлерін қосып, лингвокоучингтің олардың тілдік құзыреттілігіне ұзақ мерзімді әсерін зерттей алады.

Кілт сөздер: лингвокоучинг, ағылшын тілін шет тілі ретінде оқыту, мұғалімдердің қабылдауы

Восприятие лингвокоучинга учителями английского как иностранного

Аннотация

Данное исследование посвящено изучению восприятия преподавателями английского языка как иностранного (EFL) лингвокоучинга как инновационного подхода к обучению взрослых студентов в Казахстане. В исследовании приняли участие 11 преподавателей, работающих в университетах, языковых школах и в частном порядке. Для сбора данных были использованы полуструктурированные интервью, позволяющие выявить глубинные взгляды и опыт участников. Анализ данных проводился методом тематического анализа.

Результаты показали, что лингвокоучинг способствует развитию автономии учащихся, повышению их мотивации и персонализации учебного процесса. Участники отметили полезность таких инструментов, как модель GROW и языковое колесо, которые помогают в постановке целей и рефлексии. Однако исследование также выявило ключевые трудности: недостаток подготовки преподавателей, институциональные ограничения и нехватку ресурсов для внедрения этого подхода. Преподаватели подчеркнули необходимость программ профессионального обучения для освоения коучинговых навыков.

Исследование подтверждает потенциал лингвокоучинга в трансформации традиционных методов обучения английскому языку. Результаты могут быть полезны для преподавателей, образовательных политиков и исследователей, заинтересованных в модернизации подходов к языковому обучению. Будущие исследования могут включать перспективу студентов и изучение долгосрочного влияния лингвокоучинга на их языковую компетенцию.

Ключевые слова: лингвокоучинг, преподавание английского языка как иностранного, восприятие преподавателей

CHAPTER 1

Introduction

1.1 Background of the Study

Learning a foreign language is not only about the knowledge of the grammar rules of the language as well as the acquisition of appropriate vocabulary; it is actually a transition from the worldview in its broadest sense, from interaction with other cultures and people, from career and personal development (Dörnyei, 2001). However, for adults, this learning journey is hampered by different issues including inflexible time demands, multiple competing commitments, and dropping morale as the learning proceeds. On general grounds, it is noteworthy that many students who start their EFL learning course are full of enthusiasm; however, as the weeks pass they gradually lose it. This problem originates from the prevalent use of the conventional teacher-centered approach to instructions which do not motivate learners to incorporate the language into their routines or self-direct in their learning processes.

To such challenges, researchers in education and teachers have looked for new approaches of learning and teaching that stimulate learning ability as well as motivation of the learner. Linguo-coaching is becoming increasingly popular recently as it is a cross between coaching and learning of foreign language (Malgazhdarova & Mirici, 2024). In contrast with the more conventional procedures of delivering specific content expertise, linguo-coaching is individualized and goal-oriented, engages the learner in emotion and activities, and seeks to incorporate language into practice. Using methods originating from coaching, which are asking the learner to pose questions to them and question themselves about what they have accomplished so far, linguo-coaching helps students gain more self-confidence and self-direction in their learning process.

Linguo-coaching is in line with the traditional motivational theories namely self-determination theory in that while learning the learners have acknowledged self-autonomy, perceives capabilities to do so and feel related to the objectives (Deci and Ryan, 1985). For example, students use techniques such as the “language wheel” which enables students to rate their performance on different aspects of the language, such as speaking, listening, and vocabulary, while this lets students easily determine where they are lacking. This individualized focus does help in building self-awareness, but it also helps in building the feeling of accomplishment which is very important while trying to remain productive in the long term.

However, up to the present, linguo-coaching has not gained much attention in many parts of the world including the former Soviet country, Kazakhstan, where language instructions have always been carried out with the teacher at the center. These conventional methods although useful in helping students prepare for examinations lacks the practicalism of helping students in their day to day interaction (Palmanova & Kassymova, 2024). Linguo-coaching in this context appears to be a highly attractive approach which focuses on actual activities in real life rather than memorising a set of words.

The study further revealed that teachers have a central responsibility in the accomplishment of linguo-coaching practice. Concerning its effectiveness, necessary precautions depend solely on their awareness, their perceptions of forthcoming changes, and their willingness to implement this approach. Nevertheless, scientific literature lacks information about how the concept of EFL linguo-coaching is viewed by teachers and especially those who are working with adults in Kazakhstan. It is critical to comprehend their opinions for not only gaps between language theory and practice but also linguistic necessities for designing linguo-coaching towards various educational settings.

The purpose of the present research is to examine the understanding and attitude of the EFL teachers in Kazakhstan towards linguo-coaching as for optimal opportunities and difficulties associated with its applicability in adult language acquisition. As such, through understanding teachers' perception about the approach, the study aims at adding literature to development of learner-centered approaches in language education. Finally, the idea is to offer to readers useful recommendations that may contribute to enhancing the quality of practice of teaching and learning of an additional language, as well as to help educators and learners define their further development path with confidence.

1.2 Problem Statement

Over the years, language teaching methodologies have changed to meet the various needs of learners, but a major problem still exists: self-directed learning and motivation have been found to be particularly problematic for adult learners learning EFL. Old school methodologies do not always consider the learner's difficulty as an adult, in balancing family and work, with language learning. Linguo-coaching that is close to coaching and contains language teaching approaches is thus as a significant solution. Although more and more teachers engage in using this strategy, there is a lack of empirical studies that investigated the process of its application and the perceived benefits and challenges from the teachers' perspective within the context of EFL education. This research drawback shows that more studies are needed to focus on linguo-coaching as a didactics approach and its effects on adults.

These seem to be additional challenging since most adult learners balance language learning with personal and professional responsibilities. Failure to have unique strategies tailored for learning by the children to achieve their set goals has led to many dropouts and little improvements in the mastery of the English language. The problems identified raise questions on how exactly linguo-coaching, with its focus on activities such as goal-setting,

metacognition, and learner autonomy may address these issues. Another reason is to identify factors that hinder its adoption and make developmental strategies to introduce it into the educational system of Kazakhstan are contingent on how EFL teachers perceive this method.

1.3 Aim and Objectives of the Study

The aim of this research is to investigate how EFL teachers in Kazakhstan perceive linguo-coaching as an approach of English instruction. It examines how linguo-coaching is viewed as a means of improving students' motivation, autonomy, and language learning results. This study looks at the possible advantages, challenges, and practical implementations of linguo-coaching to improve English language instruction in Kazakhstan.

Respectively, research objectives are:

1. Review the existing literature on linguo-coaching as a teaching tool.
2. Conduct a qualitative study on identifying benefits and challenges associated with implementing linguo-coaching.
3. Offer significant insights on implementing linguo-coaching into EFL teaching in Kazakhstan.

1.4 Research Questions of the study

The following research questions were developed for this study, aligning with the research objectives:

1. What are EFL teachers' perceptions of the advantages of linguo-coaching as an approach to teaching adult learners?
2. What are EFL teachers' perceptions of the challenges associated with implementing linguo-coaching in teaching adult learners?

1.5 Significance of the Study

This study has prospective implications regarding EFL instruction and implementation of relatively new teaching methods in Kazakhstan. Through investigating

how EFL teachers perceive linguo-coaching, the research study offers empirical findings on its implementation in language teaching. It explains how linguo-coaching can help with issues like learners' low motivation and dependence on traditional methods, thus promoting student autonomy and participation. The results of this study can direct the creation of successful teaching methods that include linguo-coaching methodologies, providing educators with resources to establish learner-centered and goal-oriented learning environments. Gaining an understanding of the advantages and difficulties of linguo-coaching gives teachers the tools that are required to adapt the curriculum to the various requirements of their students. Lastly, curriculum designers, teacher trainers, and legislators can all benefit from this science. The knowledge acquired can help create educational policies and training programs for teachers that encourage the use of linguo-coaching in EFL instruction. This could support creative educational approaches and modernize language instruction in Kazakhstan.

1.6 The Novelty of the Research

Through the perspectives of EFL teachers in Kazakhstan, this study investigates linguo-coaching as an innovative approach in EFL instruction, with an emphasis on its application with adult learners. Although linguo-coaching incorporates coaching concepts like autonomy, goal-setting, and reflection into language instruction, it is still not widely recognized, especially when it comes to adult learners and Kazakhstan's particular educational and cultural background. This study addresses a significant gap in the literature by examining instructors' perspectives and the benefits and difficulties of implementing linguo-coaching into practice. The results provide targeted insights and useful suggestions for Kazakhstani educators and policymakers, while also advancing our understanding of linguo-coaching globally.

1.7 Thesis Outline

Overall, the thesis consists of six chapters, including Introduction, Literature review, Methodology, Findings, Discussion and Conclusion part, following by a list of References and Appendices.

An overview of the study's background, research topic, uniqueness, and research questions are given in the Introduction chapter. The study's theoretical and practical value is also emphasized, and a short overview of the research is provided.

A background information of linguo-coaching as an approach in EFL instruction is given in the Literature Review chapter, with particular attention to its principles and application to adult learners. It reviews earlier studies on coaching-based methods of teaching languages, learner autonomy and motivation theories, and the contribution of individualized methods to improving language acquisition. It also points out gaps in the research, especially with reference to linguo-coaching in Kazakhstan. The first chapter is an introductory part of the study, which provides background information, outlines the research problem, the novelty of the research, states the research questions, reveals theoretical and practical values of it, and a short summary of the study.

The Methodology chapter highlights the qualitative approach used to examine EFL instructors' perceptions of linguo-coaching by outlining the research design, sampling criteria, and data collection procedures. It describes the demographic survey, semi-structured interviews, and the use of purposive sampling in selecting EFL teachers who were aware of language coaching. The chapter also discusses ethical issues and outlines data analysis methods.

The findings, which were informed by the research questions, are presented in the fifth chapter. It covers the main ideas that came out of the interviews, such as how participants felt about linguo-coaching as an approach of instruction for adult learners and the

benefits and difficulties they encountered or expected while implementing coaching-based methods.

The Discussion chapter highlights how this research advances the comprehension of linguo-coaching in EFL training and compares the findings with the findings from other studies. Implications for educators, students, and policymakers are also examined.

Lastly, the Conclusion chapter discusses the research limitations, offers suggestions for additional research, and summarizes the study's main conclusions and their importance. This chapter considers potential for more research into linguo-coaching in various settings as well as its wider effects on teaching EFL.

CHAPTER 2

Literature Review

By combining the concepts of coaching and language instruction, linguo-coaching offers a revolutionary approach to language learning that is learner-centered, reflective, and goal-oriented. Linguo-coaching solves issues with traditional, teacher-centered instruction by giving students the power to actively direct their educational journeys. This section examines the theoretical foundations and fundamental principles of linguo-coaching, showing how this approach empowers students and promotes lifelong language learning.

2.1 Conceptual Framework of Linguo-coaching

The systematic approach of coaching first appeared in the field of sports in the middle of the 20th century, where it was first applied to improve athletes' performance. According to Whitmore (2009), the idea of coaching spread beyond athletics and into the domains of professional and personal growth, giving rise to disciplines like life coaching, business coaching, and executive coaching. The name "coach" itself comes from the Hungarian word *kocsi*, which means "carry", and was used in the 15th century to describe a vehicle that carried a person to their intended location (Passmore, 2015).

As teaching methods have shifted toward being more student-centered, coaching and mentoring have become increasingly integrated into English Language Teaching in recent years. According to Wade, Hunter, and Morrain (2015), traditionally linked to the business sector, coaching has emerged as a crucial tool in the context of teaching English as a foreign language (TEFL). It makes learning easier by motivating students to take charge of their development, concentrate on their goals, and develop independence throughout their language learning process.

In ELT, coaching is considered to be a process of learning and growth used to enhance performance or address particular issues. Coaches encourage students to reach their

objectives and come to realizations because they believe the students themselves have the solutions (Wade et al., 2015). Coaching strategies as inclusion of equality, encouragement of self-assessment, usage of a set of reflective tools, including the “language wheel” to help learners ideally visualize the current state are crucial. These activities promote critical thinking, motivation, as well as learner independence.

While not quite as applied in ELT as in other fields, the principle of mentoring involves an experienced or less experienced learner where the mentor provides the mentee with direction and technical support. Mentoring is more directive, while the mentor questions the student, and offers solutions, although not as direct as in coaching, where students are encouraged to find the solutions on their own. It is important as the coaching and mentoring suggest the ideas on how to enhance engagement and effectiveness of students alongside with innovative approaches to language learning (Wade et al., 2015).

Linguo-coaching is an integration of Coaching at its core and Language teaching and learning principles. It emphasizes the shift from traditional models of control in language teaching to more control by the learner as they decide what language learning goals matter to them and how their progress is in these languages. As it was noted by Baronenko et al. (2023), linguo-coaching is intended to enhance students’ attitudes to the language learning process beyond the information processing model.

From an original definition provided by the International Language Coaching Association (ILCA), language coaching is best described as a learner-centered strategy for development with the goal in mind of optimizing language learning while fostering effective and effective communicative skills in international territory. The cultivation of learner awareness and intrinsic motivation that is promoted through this method means that the coachees have to assume responsibility of their learning. In order to make learners responsible for the learning of their language and the skills used in the process for personal or

professional development the coach and coachee or the teacher and the student are considered as responsible for the learning process.

Language coaching allows for the integration of the used coaching resources in the learning processes of language thereby promoting and encouraging a combined and teamwork approach to learning. The presumed advantage of this approach is to bring higher efficiency of teaching and learning as well as enhanced learner independence by focusing on the role responsibility sharing. This type of framework is long-term with regard to motivation and achievement in that it challenges the students to develop better methods of learning and to become active players in the entire learning process.

Linguo-coaching has also been informed a lot by the International Coaching Federation commonly referred to as ICF – an organization in professional coaching. Language instruction has transitioned well to incorporating the basic competences that define ICF which include assertiveness, promotion, and listening. By utilizing these competencies, the teacher-student relation turns into a cooperative system that predicts ethical and effective training.

Rachel Paling's Neurolanguage Coaching has been the primary driver of the insertion of coaching beliefs into linguistic education (Paling, 2020). Paling developed this approach to address language learning and how it combines the principles of neuroscientific research, law and professional coaching. By integrating the coaching techniques and information from neuroscience, Neurolanguage Coaching offers an efficient and individualized technique of studying languages. This participant-centered orientation and methodical concern with goal setting and affective engagement have been instrumental in shaping linguacultural practices in EFL linguo-coaching.

2.1.1 Theoretical foundation of linguo-coaching. The fundamental principles of linguo-coaching are supported by a number of significant theories and frameworks, which also witness to its effectiveness in teaching English as a foreign language.

Sociocultural theory highlights the value of social interaction and scaffolding in the learning process. Vygotsky (1978) asserts that children reach their maximum potential in the Zone of Proximal Development (ZPD), where they are able to accomplish tasks that are just marginally challenging for them to accomplish independently with a little assistance. In order to apply scaffolding in linguo-coaching, group goal-setting and feedback are required. For example, by breaking the process down into smaller, more manageable steps, such as gathering ideas, practicing key phrases, and practicing the presentation, a linguo-coach can assist a student in getting ready for a professional presentation. The coach gradually lessens assistance in order to promote independence.

According to Locke and Latham (1990), people perform well if they have clearly defined goals compared to ones that are simple or ambiguous, as long as they are dedicated to them, get feedback, and are capable of achieving them. According to their goal-setting theory, it is crucial to have well-defined goals that inspire people by giving them focus and direction.

Schön (1983) highlighted that reflective activities are essential to developing deep learning and flexibility. Schön describes reflection as the process of critically evaluating one's experiences and activities in order to obtain new perspectives and enhance performance in the future. Reflection in linguo-coaching allows students to analyze their language-learning path and decide on their approach with knowledge. For example, after the speaking practice lesson, a student can briefly reflect on the causes of pause and develop some ideas about how to avoid that. Through this process of evaluating experience and outcome, students develop a growth mind set, which is important for the long-term motivation and progress.

In this respect, experiential learning theory pointed out by Kolb (1984) gives importance to the notion of reflection over the learning cycle, too. Kolb asserts that there are four phases involved in effective learning: a concrete experience, observation, thinking, and action. Such are the phases of linguo-coaching, which represents performing a specific linguistic activity (for example, a conversation), its analysis in terms of the difficulties encountered and successes achieved, and the drawing of conclusions from the process in order to use them to improve work on the following exchange. This process is made a little more structured by Gibbs' (1988) reflective cycle, in which students are forced to consider their experiences, their feelings about these experiences, the possible causes as to why they were successful/reason for failure, and some action plan.

The ICF core competencies are therefore the strong foundation of linguo-coaching as they explain the concepts and the modality that the coach has to use in order to develop and custom-make meaningful learning experience with a clear and focused learning outcome. The ICF competency model comprises 8 basic categories, but 3 of them — active listening, raising awareness, and promoting growth — are appropriate within the linguistic coaching. The first of the categories of skills is the active listening which is a coaching skill that requires the learner's wants, difficulties and needs to be the focus of the teacher's complete attention. This way the linguo-coach is in a position to detect problem areas and provide help where for instance a person may not have received practice or lacks confidence. Another critical ICF ability is an awareness raising asserting that it helps students to get to know their strengths and areas of tender points. Linguo-coaches achieve this by asking broad questions such as "What does make you want to learn the English language?" or "Which strategies have you previously found helpful?" Such questions motivate students to reflect their learning experiences to find what needs to be answered and proceed as the directors of their learning process. This enhances the thinking process and personal development so that this is

consistent with Schön's (1983) argument of reflective practice. The last stage in the process of the cultivation of changes is growth promotion when the linguo-coaches focus on difficulties and work out the strategies with the students. This competency is very much focused on helping learners act systematically and frequently to development and work in partnership with others to create developmental solutions that meet the learner's need. For instance, when utilizing tools such as language apps or discussion clubs, a linguo-coach will help a learner in developing a daily speaking plan. The coach does not only ensure that students are responsible of goals but will always encourage them to stay focused and committed to them.

2.1.2 Core principles of linguo-coaching. Linguistic coaching has four key components: enlarging the power of the learner, establishing goals for learning, critical self-awareness, and learner orientation. These concepts are developed from coaching practices and then adapted to meet the specific needs of language students.

The primary idea of training and exercises in linguo-coaching is the focus on the definition of clear, complex, and unambiguous goals based on which the learning process is organized. To ensure that goals are both realistic and motivating this principle is mostly based on the Goal-Setting Theory (Locke & Latham, 1990) and leans on external tools such as the SMART Goals concept and the GROW Model. For instance, a student may set an achievable first language learning plan to speak fluently by practicing for 15 minutes daily with a language partner in the following one month. Breaking down of general goals into SMART or GROW will enable a student to monitor his or her progress and feel a sense of accomplishment which raises the motivation to set the next language goal. Student can also set a language goal using the GROW technique. For example, they can describe a Goal as to be able to speak English for at least 10 minutes. Next, they evaluate the Reality – they conclude that they can speak no more than 2 minutes at this point because of the lack of

vocabulary. They next discuss Options to consider, for example, talking to a language partner or using languages apps, and choose a specific Approach or plan, for example, having two 30 minutes conversation calls per week and memorizing 10 new words every day and use them in the speech at once, by making it active vocabulary.

According to Ryan and Deci (2000) self-determination theory, aiming at the necessity of autonomy, competence, and relatedness to intrinsic motivation, this principle is in accord with the goals pointed in the coaching as the development of autonomy and self-efficacy. I must admit that by leaving it to the bias of the students, linguo-coaching introduces these ideas into practice. The teacher acts merely as a trainer or a counselor enabling and advising the students on their areas of specialization and strategies. For example, a coach can help a learner set an order of preferences for goals, e.g., building speaking accuracy for business and academic purposes and then help the student come up with a plan of how to achieve those objectives (Baranova et al., 2020).

Empowerment means addressing psychological factors that tend to interfere with language learning, psychosocial factors and include things such as low self-esteem, a phobia of making mistakes and among others. Suggesting from the earlier note made by Dörnyei (2001), it is imperative that a facilitating context has to be provided for tackling anxiety issue and for enhancing motivation of the language learning students. As for the concept of linguo-coaching, continuous encouragement, and focus on the learners' potential promote the growth approach to the challenge as an opportunity to grow. This method is in line with Vygotsky's (1978) sociocultural theory of learning where it is recommended that scaffolding requirements be well supported to equip the learners in the next level. Linguo-coaching enables learners to overcome obstacles and sustain their learning interest across the language learning process through modelling resilience and flexibility.

Linguo-coaching involves reflection and self-regulation, and thus lead learners enabled to assess their progress and change the process of learning. This concept has much in common with Schön's (1983) concept of reflective practice that emphasizes self-observation as a factor which can help practice continuing to grow. Linguo-coaching often applies activities focused on reflection such as diary, self-assessment checklists or accomplishment records. For instance, a student may write in a logbook on the practice in language use that he/she undertakes daily, the strategies that worked, and those that did not work. Other than this, the behaviors are traced, and students are able to recognize the set behaviors and the necessary changes made. This is made even more conceivable by Kolb's (1984) experiential learning theory where a key process is reflective observation – converting experience into knowledge.

Promoting initiative at the development of language learning skills presupposes increasing self-reflectiveness, which can be gained only through self-reflection alone. Consequently, having awareness of their preferences, weaknesses, and strengths learners can select their focus areas and strategies. For instance, Gibbs' (1988) reflective cycle might be used by students to present intentions for evaluations of performance, identification of challenges, and directions towards specific practicable improvements. For example, a student who realises that he/she has difficulties in listening quick activities will begin with slow audios then progress gradually through the difficulty levels. Development of this process is supported by the critical reflection concept by Brookfield (1995), which should enable students to analyze their learning processes and narratives from at least three different perspectives.

Learner-centered classroom is more focused on students' requirements, preferences and aims than teacher-centered approach. This principle underlines the fact that students participate in building their learning process in linguo-coaching (Baranova et al., 2020).

Other coaching resources include the Wheel of Talk which is a variation of the Coaching Balance Wheel and permits students to access their competence in specific elements of the curriculum like speaking and listening. Thus, learners can clearly understand what they need and focus all their efforts, thus ensuring that the further language development is under way to meet the desired goals. Further, this strategy focuses on the self-organisation of education methods including several learning types approaches. For instance, while there might be students who require a lot of writing activities for their grammar development, there will be others who would benefit from more game like speaking exercises (Altayevna & Mirici 2024). Learner-centered approach of designing is helpful because it provides the learners with an idea of what they would like to learn and how they would like to learn it therefore making them fully accountable for their learning. This focus on personalizing enhances the results and duration of the mechanism of learning and motivation and increases the engagement and accountability of the students involved in the learning.

The following is a list of the basic concepts as identified by Belova (2021) in the framework of linguo-coaching: importance of raising learner's awareness as well as its stress-free strategies inspired by neuropsychology. Linguo-coaching promotes the kind of classroom climate that leads to increased motivation and participation by aligning instructional strategies with students' thinking and feeling. In addition to that, the focus on both common goals and goals set by learners themselves allows students to seize control of language learning process during their study. Examples of real-life application of linguo-coaching in the teaching of language include individual response and feedback, follow-up on achievement, and such other procedures as self-assessment and reflection procedures among the learners. These approaches allow students to acquire effective communication skills and relate new information to that which they already possess. Coaching ideas have been applied to the process of teaching languages and, as a result, a more active and flexible learning

environment has been attained which prepared students for more competency and confidence (Belova, 2021).

2.2 Linguo-coaching in Practice

2.2.1 Linguo-coaching and teacher-centered approaches comparison. Linguo-coaching emphasizes learner autonomy, personalization, and active participation in the learning process, which marks a substantial shift from teacher-centered EFL training. According to Hammer (2007), traditional EFL teaching, also known as teacher-centered instruction, is based on standard objectives, planned curricula, and a more authoritative instructor role. Language coaching, on the other hand, uses a coaching paradigm in which the coach supports the learner's progress toward self-established objectives while encouraging responsibility and autonomy (Paling, 2017).

The differences between these approaches can be demonstrated from a number of perspectives, such as the educator's role, the learner's obligations, feedback systems, and emotional factors. A comparison of these elements based on findings from the appropriate literature is shown in Table 1.

Table 1

Linguo-coaching and Teacher-centered Approaches Comparison

Approaches	Linguo-coaching	Teacher-centered EFL approach
Focus	Learner-centered: Focuses on individual goals and autonomy (Paling, 2017; Kovács, 2021)	Teacher-centered: Focuses on curriculum and uniform learning objectives (Brown, 2001)
Role of Educator	Facilitator: Guides learners to discover their own solutions and strategies (Paling, 2017)	Instructor: Provides knowledge, directs lessons, and controls classroom activities (Brown, 2001)
Feedback Style	Constructive: Encourages self-reflection and goal-setting (Morrain, 2023)	Corrective: Focuses on grammatical accuracy and error correction (Harmer, 2007)

Learning Materials	Personalized: Tailored to learners' needs and goals (Kovács, 2021)	Standardized: Uses pre-defined textbooks and lesson plans (Harmer, 2007)
Learner's Role	Active: Learners set goals, self-assess, and take responsibility for progress (Paling, 2017)	Passive: Learners follow the teacher's instructions and curriculum (Brown, 2001)
Motivational Approach	Intrinsic: Builds motivation through autonomy, relevance, and achievement (Dörnyei, 2001)	Extrinsic: Relies on grades, teacher approval, and external rewards (Harmer, 2007)
Learning Goals	Flexible: Goals are dynamic and adapt to learners' evolving needs (Paling, 2017)	Fixed: Goals align with standardized curricula and exams (Harmer, 2007)
Emotional Environment	Supportive: Reduces anxiety through a brain-friendly learning environment (Paling, 2017; Krashen, 1985)	Neutral: Does not explicitly address learners' emotional states (Brown, 2001)
Assessment	Reflective: Uses formative assessment and self-evaluation (Kovács, 2021)	Standardized: Relies on summative assessments like exams and tests (Harmer, 2007)

Erik de Haan (2008) highlights the significance of the coaching relationship as the cornerstone of successful coaching practice in his book *Relational Coaching: Journeys Towards Mastering One-to-One Learning*. De Haan (2008) mentions concrete principles or ideas mixed with competencies applicable in linguo-coaching for example; clarity of communication; ascendancy of short-term resolutions; data-based feedback; and collaboration generating action plans. Such skills ensure that the environment created by the coach is orderly, learners are productive, and learners are able to achieve their desired goals.

From the relational coaching point of view, understanding the nature of the context and creating a friendly learning environment depending on the student needs, linguo-coaching can obtain valuable information for its concepts. The De Haan's paradigm enhances the quality of the interaction between the coach and the learner and also the efficiency of the coaching practice by emphasizing orientation, outcome-focus in feedback and practical actions. According to these ideas linguo-coaching can help in the development of self-

reflection, the engaged participation of the learner and further language acquisition by doing so (De Haan, 2008).

2.2.2 Teaching models in language coaching. Flexible usage of language resources, focus on learner independence, individualizing and engaging in the learning process mean that linguo-coaching differs significantly from traditional EFL teacher-centered training. The models, particularly the reflective models, and the organized framework into which language coaching is placed needs to be defined and brought out in a manner understandable to the learner and the coach. These frameworks are different from more conventional methods of instructions in that they seek emphasis on flexibility, aim at delivering direct instruction specific to the child, and develop specific self-regulation skills.

Coaching structures presented by Ron Morrain are also very valuable – they focus on the practical goal and have helpful tips, easily understandable feedback, and clearly set goals (Morrain, 2023). Thus, in the opinion of Morrain (2023), it is necessary to divide language acquisition into achievable tasks so that there are small improvements. His technique ensures sure that coaching sessions are dynamic and learner-focused by emphasizing a continual cycle of planning, executing, reflecting, and adapting.

Neurolanguage Coach Maria Malysheva has presented frameworks designed especially for EFL teachers. Her courses, such the “7-Step Intensive,” help teachers incorporate coaching techniques into their instruction. These frameworks are intended to help students set objectives, monitor their progress, and get past psychological and linguistic obstacles. Malysheva's focus on neuroscience guarantees that her teaching strategies complement the brain's preferred learning style, encouraging engagement and retention (Malysheva, n.d.).

Gabriella Kovács emphasizes reflective practices, which enhance their efforts. According to Kovács (2021), reflection is crucial for both teachers and students. Her

approach promotes ongoing self-evaluation, which helps students pinpoint both their strong points and opportunities for development. By improving adaptation, this iterative method makes sure that coaches and students can both effectively adapt to changing demands.

By focusing on teacher competences that go beyond linguistic knowledge to encompass interpersonal skills, reflective practices, and adaptive teaching methodologies, linguistic coaching transforms the conventional teacher-student dynamic (Juraeva, 2024). The “Iceberg Model”, among other cutting-edge approaches, enables linguo-coaches to better understand learner motivations and adapt their approaches to kinesthetic, visual, and auditory preferences. Furthermore, developing trust and deep relationships with students depends heavily on the coach's self-awareness and sincerity. In line with the values of a personality-oriented instructional approach, this method motivates learners to actively participate in their educational journey (Juraeva, 2024).

Modern language instruction is also shaped by the incorporation of frameworks and technology. For instance, framework-based sessions might be supported by digital tools like AI-driven platforms, which automate progress tracking and offer real-time feedback. The combination of technology and structured models creates new opportunities to improve the coaching process (Morrain, 2023).

2.3 Linguo-coaching in Kazakhstan

2.3.1 Applications in EFL education. Altayevna and Mirici (2024) carried out a unique study, which aimed at examining the application of linguo-coaching in tertiary EFL preparation. To promote students’ language development and use in classroom, this study applied the frameworks of coaching which includes a goal, reflection and a plan of exemplary learning. The authors conducted diagnostic sessions as well as individual lessons with two groups of A2 level students. The language wheel and also the grids based on the CEFR scale were two examples of how the students outlined their learning goals, their strengths and

weaknesses. The analysis of the results obtained when comparing with students who received instructions in conventional manner revealed the fact that students who attended linguo-coaching sessions enhanced their speaking listening and reading skills in a significant measure.

The study also confirmed that linguo-coaching effectively addresses motivational challenges which are central to the Kazakhstani EFL learners, such as low confidence and limited use of English in real-life contexts. Linguo-coaching made students be more responsible for their learning by encouraging learner responsibility and self-assessment (Altayevna & Mirici, 2024).

In her paper “Linguo-coaching and Its Efficient Use in the Learning Process”, Altayevna (2024) explains that general methods in this approach such as storytelling and retelling help students to extend their vocabularies, increase the knowledge of grammar peculiarities, and enhance their comprehension as well as they are given useful skills. These are techniques that are relevant to use in different teaching learning environments besides being aligned to the internationally accepted norms.

However, linguo-coaching has certain difficulties, which consist in the institutional constraints of teams and low awareness of teachers. These difficulties can be solved by increasing the number of teacher training courses and integrating coaching system into the study process, providing the circumstances for expanding the usage in all schools of Kazakhstan.

2.3.2 The role of linguo-coaching in teacher training. Pre-service teacher training has a significant role for implementation of educational reforms that have been launched in Kazakhstan to enhance teaching-learning of the English language. Although certain activities such as “English for the Future” seem designed to improving teacher’s qualification and applying new technologies in the teaching process, they primarily concern the improvement

of the linguistic and technical knowledge (Adilet.zan.kz, 2024). Nevertheless, an innovative approach, for example linguo-coaching, has not yet been incorporated into teacher training. While linguo-coaching focuses on goal attainment, self-reflection, and encouragement of the learner independence, the approach provides learner-orientation which is in comprehension with the goals of modern education (Altayevna & Mirici, 2024).

Motivational barriers are one of the common obstacles that Kazakhstani teachers have to solve at their classroom, as well as some differences between learners that make difficulties in organizing the learning process in multicultural classes (British Council, 2023). Specifically, most of the classical training imposes strict language-centered and exam-based approaches on teachers, while they may like to act more freely and individually with students sometimes (Nelidova, 2024). Linguo-coaching, on the other hand, provides teachers with strategies for differentiated instruction, meaningful curriculum and learning activities, as well as strategies, for motivation and self-regulation of learners. Such practices have been observed to hold great promise in eliciting the following teaching experiences observed to be endemic in EFL settings including low self-esteem and poor participation (Altayevna & Mirici, 2024).

Additionally, the ideas of linguo-coaching would support other frameworks of staff professional development by incorporating elements of coaching with teachers during their training workshops. For example, materials supplied by the ICF Kazakhstan, an ICF accredited coaching training provider, have useful elements which can also be applied to linguo-coaching. If promoted more effectively, the training that includes a series of workshops and certification programs on reflective practices, active listening, and, learning maps as well as more personal learning plans, will be more effective for training teachers and conformant with the most national concerns in education. Insights from global coaching practices also supports increased utilization of these methodologies in preparing educators to

embrace change and goal directed practices that enhance learner achievement (ICF Kazakhstan, 2024).

The equal distribution of teacher training between rural and urban areas continues to be a core concern because many rural schools are inadequately resourced and staffed with inexperienced teachers (British Council, 2023). Due to being a versatile approach, linguo-coaching may be particularly beneficial for schools with restricted access to resources, which helps the teacher make the most of the few tools available and provide the learners with valuable learning experiences. For example, it is possible to use the Internet for setting linguo-coaching modules and help teachers in the districts to improve their work without experiencing the gap between urban and district educational systems. The opportunity of the linguo-coaching's application for changing the perspective of the teacher training in Kazakhstan is based on the orientation on national reforms taking into account the difficulties that the teachers experience in various educational contexts.

CHAPTER 3

Methodology

This chapter comprehensively overviews the research methodology, participant sampling, data collection instruments, analysis procedures, and ethical considerations.

3.1 Research Design

The study aimed to pinpoint conceptions of EFL teachers in Kazakhstan about linguo-coaching as an innovative approach to teaching foreign language and discover the benefits and challenges connected with its application. Since the aim of the study was to obtain detailed understanding of participants' perceptions and idea as they practice in natural settings, this research utilized a qualitative research paradigm. Creswell (2014) posited that while using quantitative research, it is possible to answer complicated questions and provides participants with a chance to express their ideas and record their experiences. According to Creswell, qualitative inquiry is flexible and allows for depth collection of data and hence in this study, the primary means of data collection was the semi-structured interviews. Semi structured interviews enable the participants to expound on their ideas on their own but at the same time the researcher is able to guide the discussion. This method ensures that the study has more than perceived experience of EFL teachers linguo-coaching; it has the true and detailed functional experiences.

3.1.1 Participants. The participants of the current study are EFL teachers and only those who teach the learners of the post-basic education age in Kazakhstan are included in this study. The following outcomes were guaranteed by the admission criteria: having at least a year's experience of teaching English as a Foreign Language (EFL); being engaged in teaching adults, whether as a freelance teacher or an employee of a language school or university; agreeing to provide the researcher with panoramic interviews about their perceptions and practice of linguo-coaching.

Eleven participants from a variety of educational environments represented the entire sample. This variety of professional backgrounds enhanced the data by capturing a wide range of viewpoints regarding the difficulties and benefits of linguo-coaching in various educational settings.

3.1.2 Sampling. Purposive sampling, which guarantees the selection of participants who can offer significant insights into the research issues, was employed in the study, since it is considered to be appropriate for qualitative research (Creswell, 2014). By using this method, the researcher was able to find volunteers who were specifically interested in educating adult learners and had understanding of language coaching in EFL teaching environments in Kazakhstan.

Professional networks, social media sites, and direct outreach to colleagues and language schools have been employed to find participants. The following inclusion criteria were emphasized in recruitment materials to guarantee participants: currently instructing adult learners in English as a Foreign Language; having experience as a teacher for at least a year; willingness to take part in semi-structured interviews.

The final sample comprised eleven individuals who represented a variety of instructional environments, including private tutoring, language schools, and universities.

3.2 Data Collection

3.2.1 Data collection instruments. Semi-structured interviews served as the study's key tool of gathering data. These were chosen because they were able to strike a compromise between structure and flexibility, allowing participants to offer in-depth and complex opinions about their experiences and perceptions of linguo-coaching while also letting the researcher to explore certain study themes. The study's goals were addressed via the interview protocol (see Appendix A), which featured open-ended questions that enabled the

participants' comprehension with linguo-coaching, its advantages, and its drawbacks to be explored.

The inclusion of probing questions encouraged participants to expand their initial answers and delve further into particular issues. When participants indicated benefits, for instance, they were invited to describe on how these benefits appeared in their teaching methods or to give specific examples. In the same way, participants were asked for possible responses or coping mechanisms whenever difficulties arise.

Participants were able to openly express their opinions because of the semi-structured framework, which makes sure the interviews were both guided and flexible. In order to guarantee the clarity and completeness of the data, the interviews were audio recorded with the participants' permission. To enable in-depth examination, transcriptions of the recordings were later created.

3.2.2 Data collection procedures. To ensure thorough and ethical procedures, the data collection process was standardized but participant-centered. The procedures included selecting, scheduling, interviewing, and analyzing the information gathered.

Social media, professional networks, and direct outreach to universities and language schools were used to find participants. Potential participants received a data paper from the researcher outlining the goals of the research, the terms of their participation, and their participant rights. Before the interviews, participants who satisfied the inclusion requirements were invited to participate, and their electronic consent was acquired (presented in Appendix B).

In order to accommodate participants from different places throughout Kazakhstan, the interviews were conducted online using Zoom. By guaranteeing accessibility and adaptability, this platform enabled participants to arrange interviews whenever it was most convenient for them. Each interview lasted approximately 45 to 60 minutes, which allowed

for adequate exploration of the research issues while also taking into account the time restrictions of the participants. As a result of this purposeful conversation, the researcher maintained adherence to the interview protocol but made modifications of the flow of the discussion.

The participants were recommended to select a quiet and comfortable environment for interviews as any disturbance should be eliminated. Before each session, the researcher introduced him/herself to the participants in an aim of setting up the kind of atmosphere that would ensure that participants felt free to discuss their ideas and opinions.

Each interview was explained and conducted with the participant's permission to audio record the conversation in order to avoid missing out on any details. A thematic analysis was then carried out on the full transcriptions of the recordings as safety was ensured. By doing this procedure, the validity and the comprehensiveness of the data were assured, providing a good foundation for fulfilling the main objectives of the research.

3.3 Data Analysis

Thematic analysis was applied to analyze the interviews: According to Braun and Clarke (2006) this approach is useful for the "identification, analysis, and interpretation of patterns (themes) in qualitative data". This method allowed for systematic enquiry into EFL teachers' perception of linguo-coaching which ensured that the results derived from the participants' responses.

To understand the data in its richness, the transcripts were carefully read and review repeatedly during the familiarization of the study. During this stage, interests were marked out with notes and annotations and some important observations were made. To this end, initial codes were thus generated so as to point out major or recurrent themes or issues that directly related to the study topics and in such a way as to highlight aspects in the process of data gathering. Specifically, Aided computer software called NVivo was used focus on

identifying recurrent patterns since the software facilitate management of codes and data making the process more efficient. Due to the availability of this program, data could be sorted and secured so that as soon as new pattern occurred, they were well noted.

Subsequently, additional codes that related to the six primary codes were grouped under broader domains. The above-represented themes were elucidated further so that they would cover the goals of the research and correlate with the early findings. Precisely defining each of the four themes that were investigated based on participants' views on linguo-coaching and its benefits and challenges when translated into practice, demonstrated its usefulness and versatility.

The themes were then merged in a way that developed a narrative that directly responded to research questions asked. Thus, in the story presented above, added to the narrative, the participant quotations that supported the conclusions were used to increase the reliability of the findings. The presented procedure was helpful in order to gain a clear picture of the perception of EFL teachers as to linguo-coaching, to understand its value and its possible effects in school contexts.

3.4 Ethical Considerations

The rights of participations in this research work were protected based on the standard ethical practice used in research. The participants were first informed of the goal, methods and scope of the study. Also, they were about their rights including the right to quit the research at any time without regret. Before the actual survey, consent was sought and obtained from participants.

All the personal data was securely stored, and participants' names were not used directly instead their aliases were employed to enhance anonymity. Tape-recorded interviews were kept on a password-locked device and the only person who had the code to the transcriptions was the researcher. The necessity of the rules and guidelines for the study were

considered by the ethics committee and gave the study ethical approval. As a result of applying the mentioned procedures, the study safeguarded the research process and respect participants' rights while ensuring more trust.

CHAPTER 4

Findings

This chapter presents the results of the study, which focused on a qualitative thematic analysis of EFL teachers' perceptions of linguo-coaching. The findings were systematically organized to align with the research questions. This section details the results from the thematic analysis phases, following the framework proposed by Braun and Clarke (2006), and interprets the emergent themes and sub-themes derived from the interview data. The analysis aims to provide an in-depth understanding of teachers' insights into the advantages and challenges of linguo-coaching in their teaching practices.

4.1 Thematic Analysis Phases

Thematic analysis done in this study followed six phases explained by Braun and Clarke (2006). Every stage contributed to understanding the structure and elaborating relevant patterns and themes for the given research questions. The first step was the identification of the interview data by repeating the reading of the 11 interview transcripts several times. In the course of this stage, all transcripts were read jointly to make an acquaintance with the teachers' perception regarding linguo-coaching. Notes and ideas initially made to record whether there are patterns to consider in the initial data analysis. The phenomenon in this phase enabled the authors to uncover aspects that could be expanded in successive phases.

Furthermore, the data was scanned and features that showed some promise of being interesting were systematically coded in this phase. It included underlining key words and phrases and code them with initial code labels. For example, "motivation" was coded each time learners and other participants talked about encouraging learners to do things with the purpose of achieving a goal. Likewise, "time constraints" was applied when respondents described challenges relating to the balance between the roles of a coach and a teacher. To

maintain a high level of consistency, all codes that were identified, matched the nature of the research questions.

After the generation of initial codes, the process involved grouping of codes into categories pigeonhole. They involved related codes which were grouped and the interaction between them was analyzed. For instance, the codes of “Personalization” and “Goal establishment” were put under the theme of “Strengths of Linguo-Coaching”. Conversely, “student resistance” and “time constraints” as labeled under Challenges of Linguo-Coaching. This step enabled the establishment of initial thematic map that depicts possible patterns in the dataset. Researchers evaluated the preliminary themes that they had generated to make certain they are consistent and represent the gathered information. In this final phase, it was necessary to go back to the original transcripts where we completed a validation process of the identified themes against the participants’ responses. Any codes that did not fit these themes were refinanced or eliminated from the analysis. General topics including “Motivation and Confidence” were developed into categories such as “Overcoming Fear” and “Increasing Autonomy”.

All the identified themes were further elaborated and described in details, along with naming them in accordance with their concept. Each theme was given specific reference to the research questions and was accompanied by quotes from the transcripts. For example, the theme “Motivation and Confidence” showed how linguo-coaching promotes learners’ motivation and explained the stages of psychological barriers to learning. Likewise, “Time Constraints” discussed how teachers found it difficult to incorporate techniques that are associated with coaching under group lessons.

The last step included integration of the thematic analysis to develop a report of a whole. The results were grouped based on the research questions formulated in this study. Themes and sub-themes were presented with supporting evidence from the interviews,

ensuring that the analysis remained grounded in the data. The purpose of this analysis was to uncover EFL teachers' insights into the advantages and challenges of linguo-coaching. The results are summarized in the following sections, with each theme explored in depth. Figures and tables are used where appropriate to visually represent the connections between the themes and the data.

4.2 Advantages of Linguo-coaching

Linguo-coaching has become a new effective approach in the process of foreign language teaching: it provides a multitude of advantages to fit the learner and his or her emotional and intellectual abilities. This part describes the main benefits as presented by participants: the contributions include direct quotes of the participants and examples from their practices. The findings are organized into five themes: Motivation and Engagement, Autonomy and Responsibility, Confidence Building and Barriers Overcoming, Individualized approach and Holistic development.

4.2.1 Motivation and engagement. One of the advantages which was mentioned by all 11 participants is the efficacy of linguo-coaching in terms of promoting learner motivation and maintenance. Several participants made it clear that relating lessons to one of the participants personal goals is a way of ensuring learners to stay focused. For instance, Participant 11 shared an example where they worked with a student preparing for the IELTS exam:

I first asked her about her exact target score, the amount of time she would take to prepare and which area she wanted to improve most. This I learned when she talked of having difficulty in speaking, so we developed a strategy for enhancing her fluency. This strategy of linking lessons with the student's objectives not only enticed her but also gave her studying more meaning (Participant 11).

Similarly, Participant 10 emphasized the emotional connection that coaching fosters: “I had a student last year who was preparing for a job interview and I spoke English with her. Rather than beginning with mock interviews, we dedicated the first several lessons to pinpointing her... These questions assisted her to be emotionally engaged to the goal hence making her to be more motivated” (Participant 10).

Linguo-coaching makes links between learning activities and students’ self-defined goals so that interest and engagement resulting from lessons are personal.

4.2.2 Autonomy and responsibility. Linguo-coaching also has another major benefit in regard to learner independence as well as in promoting responsibility. Participants reported that linguo-coaching enable students to have active roles in learning by eliciting their involvement in setting of performance milestones and self-assessment activities.

In my experience, adults are very aware of what they need,” Participant 8 explained: According to my opinion, the most indispensable requirement that adults can point out is that. Where you let them decide on the procedures and techniques, they assume responsibility for their learning (Participant 8).

Such feeling of ownership does more than promote independence; it also engulfs self-discipline. Participant 9 shared a similar perspective:

Linguo-coaching is not a concept of teaching, it is a method of facilitating learning that allows the learner to take full responsibility for the learning process. It implements on their objectives and desires, as well as difficulties of the learners (Participant 9).

Explaining the process of thinking over the progress and the weaker aspects, linguo-coaching prepares learners to control the educational process.

4.2.3 Confidence building and barrier overcoming. Addressing psychological barriers and building confidence are central to the benefits of linguo-coaching. Several

participants described how their coaching practices helped students overcome fears, particularly around speaking. Participant 10 shared a powerful example:

One of my students... used to feel very self-conscious about her accent. Through coaching, we worked not just on pronunciation but on accepting that having an accent is okay. She told me later that she felt more at ease giving lectures in English (Participant 10).

This transformation highlights how coaching addresses the emotional aspects of language learning, making learners feel more secure. Similarly, Participant 8 spoke about creating a supportive environment:

Many of my students come to me with baggage from past learning experiences – like being ridiculed for their mistakes. My role as a linguo-coach is to create a safe space where they can work through these fears while learning effectively (Participant 8).

By focusing on strengths and creating a positive learning atmosphere, linguo-coaching helps learners overcome anxieties that often hinder their progress.

4.2.4 Personalized learning. Another advantage pointed out frequently was the opportunity to address all students in a challenging process but to do it according to their needs. Linguo-coaching was also defined by participants as the ability to create learning activities that reflect personal and professional goal structures.

I often get students for very specific purpose like for writing IELTS or meeting their promotion requirement. This also enabled the author to option for coaching because linguo-coaching allows me to design lessons that focus directly on what they need (Participant 11).

For instance, I would recommend a student who has a lot of interest in music to study English through dealing with song lyrics. It will be more warm and interesting (Participant 7).

According to Participant 9, when the student came from an IT background, the lessons were delivered using project management tools in English; the lessons were made practical: “I said, it is not only teaching but also making the matter they teach equal to the world they live in” (Participant 9). This makes sure that this has more than face value by making lessons very interesting for learners which makes them more committed.

4.2.5 Holistic development. Last but not least, another advantage of linguo-coaching was mentioned – the fact that this approach deals with the cognitive and affective realms of learning. This way teachers pointed out how this approach helps learners to not only improve in their language usage but also individually develop.

It’s not just language but effectiveness and accomplishment of dreams and self-confidence (Participant 8).

Linguo-coaching has been said by one of the participants to help push the learner to their limit not only in the English language, but in other areas as well: “Lingua-coaching helps learners push past their limits, not only in English but in other areas of life as well” (Participant 9).

First, it creates discipline and consistency in the business. I establish that my students should endeavor to practice for not less than half an hour and this creates a good practice resultant to steady improvement. Participant eight described the culture as: It’s about creating life-long learners (Participant 3).

One of my students told me virtually the coaching session boosted her on English language as well as time management at practice. It is incredible to observe that the lessons learnt will spread the effect (Participant 10).

Lingua-coaching combines the principles of emotional resilience, self-discipline and life-long learning therefore has a holistic approach of developing learners who are not only academically motivated but also have skills for the next phase in life.

4.3 Challenges Associated with Linguo-Coaching

There are, though, some difficulties in practicing lingua-coaching Despite all the benefits that was mentioned above. Participants were able to give few challenges that can act as barriers to the enhance of coaching techniques in teaching English language. Some of the challenges inherent in the use of effective coaching strategies include: time issues, learner resistance, teacher training, and the integration of coaching with other traditional teaching methodologies. The following section delineates each of these concerns more elaborately along with original qualitative remarks and concrete examples by the participants.

4.3.1 Time constraints. This created a feeling from the participants that linguo-coaching demanded a lot of time. Those involved in offering coaching cited the fact that, since the practice is highly likely to involve students on an individual basis, it becomes hard to administer within the available time, especially where there are several learners.

Coaching is time consuming particularly when one has to coach as well as teach large group of students. While working with people it is quite challenging to provide everyone with the necessary amount of attention lest the schedule goes to waste (Participant 11). Sometimes, I feel I am just moving through the coaching aspects because there is not enough time to analyze the individual needs of a learner (Participant 8).

Sometimes I teach more students in a group I find it difficult to differentiate what we do or even the topics we discuss to meet each student aim. The time just isn't enough (Participant 9).

But I quite often have impression that group lessons to some extent sacrifice the aspect of the coaching. It is easier to set individual ones but of course it is not always possible because of time and the workload (Participant 10).

4.3.2 Resistance from learners. Students' resistance was another area of concern listed by the participants. This is challenging since the usual teaching and learning approach is more conventional; thus, learners have difficulty in embracing the reflective and participation style of linguo-coaching. Participant 9 said: "Some students get uncomfortable when pushed to such deep thought. Some of them only expect you to assign sets of problems for them to solve and get corrected errors."

For contingent teachers, they described how they had difficulty in putting practice into reflective practices such as goal-setting to themselves. Even more, Participant 10 stated: They have said to me, "Why are you talking to me about my motivation?" Just teach me grammar. It's frustrating because you know they would benefit from coaching if they gave it a chance (Participant 10).

Another participant expanded on this issue:

Resistance is likely to stem from cases where students have only been taught through conventional means. They are lethargic when it comes to anything that denotes knowledge transfer. Saying something like "tell me what you have learned nowadays" or "here focus on your abilities" makes them feel uncomfortable and foreign to themselves (Participant 8).

Participant 7 shared a specific incident: "A student said to me once - I don't think this is necessary – it's boring! - It remains rather difficult to provoke a learner into learning those concepts and explain that the real-life applicability of all that is being learned will be demonstrated in those small victories. This resistance can become an obstacle to creating trust and partnership, on which effective coaching largely depends. It can be overcome only if one introduces the reflective practices slowly and introduces them as simple as possible with examples that would show how they can be helpful in given contexts."

4.3.3 Lack of linguo-coaching courses for pre-service EFL teachers. Linguo-coaching technique was accepted by the participants with openness, but all the participants agreed that for its implementation in class, professional development and training were necessary to enhance their practice. That is why when a teacher takes up the coach's position, he/she may lack the necessary training on how to go about the dual responsibilities of a coach and teacher.

I believe that the certified course appears to be more structured and it, therefore, would build my confidence. At the moment, I am more just trying out things and adapting them to what my students are telling me, which is not necessarily always sufficient (Participant 11).

Yet another participant remarked: "More insights into how coaching might be incorporated with language teaching can be very effective: workshops or webinars.

Stakeholder: 'We really require guidance to adhere to' (Participant 8).

Participant 9 highlighted the trial-and-error nature of the current approach:

Currently there are no best practice guides for teachers who wish to adopt a coaching approach. Even for those of us who are "lucky" enough to have people in their corners or with access to certain resources or experiences, most of are doing it by the seat of our pants: or, as it's sometimes called, "winging it," and that can be hard (Participant 9).

I have realised how helpful coaching can be, but apparently there is no adequate training for the strategy hence it is not effectively put to practice. This often leaves you questioning yourself and thinking it may not be done correctly (Participant 7).

Lack of clear training programs prevent teachers from using coaching principles with confidence and necessary precision, which is why they need more institutional backing.

4.3.4 Balancing coaching with teaching. Most participants described coaching both as a process which combines the reflective and goal-setting elements with the more prescriptive nature of traditional teaching as a delicate process. The conflict between coaching objectives and curriculum content is an issue, teachers face most of the time.

Participant 10 noted the following:

At times, I feel that I spend a lot of time in coaching as a means of covering teacher actions and too little on the key skills in teaching in grammar and vocabulary, for instance. This is especially when it comes to the balance the act suggests is hard to achieve (Participant 10).

Yes, as a teacher, you do not want to overemphasize reflection and as a result, lack proper coaching components altogether. It is always difficult to determine where that middle path is (Participant 9).

Participant 11 explained: “There is always pressure and counter pressure. While part of me wants to spend time coaching, there is also homework to complete, tests to study for and deadlines to meet. They love him in a fashion that is often incompatible, that seems to carry both too much and too little passion on equal footing.” Same opinion was shared by Participant 8: “Mixing centered coaching with more traditional approach is difficult because the standards of the two slightly differ. The overall curriculum prescribes certain concepts and approaches, while the actual coaching process is quite different.”

CHAPTER 5

Discussion

The findings of the study with regard to the research questions are presented in this section and compared with the literature. Such critical evaluation factors as benefits and limitations of applying linguo-coaching in training adults are sparking interest in discussion.

5.1 RQ1: What are EFL teachers' perceptions of the advantages of linguo-coaching as an approach to teaching adult learners?

Self-regulation and motivation were major themes voiced by all the participants regarding the benefits of linguo-coaching. Meaning that the teachers reported that when learners participate in the setting of goals for their language acquisition endeavors, then they take personal responsibility in the learning process. This can be in line with Ryan and Deci (2000) self-determination theory where pointing makes a lot of sense when it comes to showing how autonomy can help in the promotion of intrinsic motivation. Through the application of models like the GROW Model, learners were presented with a roadmap of precise approaches to use when handling coaching goals, hence constant growth could be observed.

The other major benefit, which was of equal value, was the possibility to address every individual student. Linguo-coaching was seen by teachers as making it possible to factor learner requirements into teaching plans and thus, increasing interest and impact. This evidence supports Paling's (2023) notion of learner individuality as applied to Neurolanguage Coaching to foster learning experiences that focus on challenges and advantages. However, other scholarly practices also noted to practice critical thinking and flexibility among learners included reflectiveness, these in light of Schön (1983) definition of reflectiveness.

5.2 RQ2: What are EFL teachers' perceptions of the challenges associated with implementing linguo-coaching in teaching adult learners?

The teachers also pointed out major difficulties in implementing linguo-coaching within practices. One limitation was that there was inadequate preparation of teacher-trainees for the task. Participants conveyed that despite the effectiveness of the linguo-coaching approach, practicing the techniques; rely on such skills as, active listening and effective questioning, which are not trainings taught in the conventional teacher training colleges. Similarly, Baranova et al. (2020) stress the enhanced professional relationships which ought to help educators get acquainted with the coaching approach.

Other limitations were occasioned by institutional factors. Linguo-coaching involves flexibility and customization which, according to teachers, are the areas where traditional curricula, which devote much attention to assessment, are particularly lacking. The constraint in the availability of linguo-coaching materials or support systems added to the challenges facing the implementation of the strategy. Such sentiments are shared with Suvorova and Khanin (2022), who also describe the challenges that exist for innovation when used in traditional learning structures.

Lack of time was another often-mentioned concern, especially in group lessons when educators can only dedicate a portion of Their time to each learner individually while having many students to explain the same thing to. Despite the fact that teachers agreed that linguo-coaching is resource-consuming, they noted that further investment in such training yields incrementally greater gains and is more sustainable in the long term than ongoing costs.

The findings of the present study support the applicability of the concept of linguo-coaching in changing the face of EFL instruction by promoting learner independence, passion, and relevant learning. However, its effectiveness in realising these is only possible through considering barriers concerning teacher training, institutional support, and resources.

In this light, the findings bring added value towards the appreciation of the strengths and limitations of linguo-coaching, providing recommendations derived from the research that might be useful for educators and policymakers who are looking to improve the current language teaching practices.

CHAPTER 6

Conclusion

The present study revealed that there is importance of engaged linguo-coaching in EFL lesson for adults in Kazakhstan. Thus, the combination of coaching principles and methods in linguo-coaching stimulates responsibility, desire for further self-improvement, individual learning paths. Specifically, the goal of the present research was to investigate EFL teachers' attitudes toward linguo-coaching with an emphasis on the strengths and limitation of such an approach. The study engaged 11 female EFL teachers in semi-structured interviews thus offering the research a qualitative understanding of the phenomena under investigation.

The study also established that there are benefits that flow from the use of linguo-coaching which include; learners' independence and motivation. According to teachers, engaging students in goal-setting and reflective processes, linguo-coaching promoted autonomous learning, and increased commitment. Moreover, it was effective to teach and use the GROW Model and the language wheel that promoted skill building and real change. However, the study also brought some limitations like severe constraints of financial resources and institutional requirements for pre-service teacher education. The present study supports prior research on benefits and challenges of attempting to apply coaching approaches in language instruction.

6.1 Limitations of the Study

This piece of research has the following limitations, which it is appropriate to note down. Firstly, the number of participants was only 11, so the results cannot be generalized easily. However, since the participants are selected from various teaching contexts, a larger number of participants could give a broader view of EFL teachers' perceptions. Second, the study only targeted teachers, while learners' opinions concerning the effects of linguo-

coaching were neglected, which might provide a richer picture of the effects of linguo-coaching on language acquisition.

Also, the study only used interview responses and therefore might have suffered from socially desirable responses. Some participants may have only highlighted strong suits of linguo-coaching while concealing the disadvantages. Last but not the least, the lack of longitudinal component means that it is not possible to evaluate the sustained effects that linguo-coaching yields on the patterns of teaching and learning and the achievement of learners. It is also vital to include larger samples, learner's perspectives and gather data, if the research is longitudinal.

6.2 Implications of the Study

Nonetheless, it has been seen that this study has certain implications for educators, policymaker and researchers. The findings are particularly relevant for educators to indicate that linguo-coaching approaches should be incorporated to promote learner independence and interest. Teachers might want to use some of the presented coaching tools, for example, the GROW Model and can integrate more reflections into their learning activities to provide individual learning experiences. The findings presented here can be utilized by the policymakers to formulate teacher training programs which will make teacher more competent in coaching competencies to deliver linguo-coaching.

The study can be expanded on in future to include the views of learners and to determine the longitudinal impact of linguo-coaching on language use and interest. Broadening this study to involve learners of different age, and all levels of proficiency, may give richer insight into effectiveness of linguo-coaching. Furthermore, exploring how digital tools can support linguo-coaching particularly in blended and on-line learning context may open new possibilities for development of EFL pedagogy. In conclusion, this work enhances

the existing knowledge base of linguo-coaching and provides a foundation for the extension of its usage in language learning.

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Appendix A

Interview Protocol



INTERVIEW PROTOCOL

Introduction: Hello, my name is Aidana Palmanova, and I am a researcher working on a project about EFL teachers' perceptions of linguo-coaching in Kazakhstan. Thank you for agreeing to participate in this study. Before we begin, can I confirm that I have your permission to audio-record this conversation? No video recording and no screenshots will be taken in the process of interviewing.

This interview will focus on your experiences and views on linguo-coaching, particularly as it relates to teaching adult learners. If you're unfamiliar with the term linguo-coaching, that's absolutely fine—we'll discuss how certain teaching techniques align with this approach as we progress. Your insights will help us better understand this topic and contribute to the research field. Let's start!

Exploring Linguo-Coaching

1. Have you heard of the term linguo-coaching before? If yes, how would you describe it? If not, let me briefly explain...
2. What are your initial thoughts on the principles of linguo-coaching? Do they resonate with your teaching style?

Advantages of Linguo-Coaching

3. From your perspective, what are the main advantages of using linguo-coaching techniques in teaching English?
4. Can you share specific examples where linguo-coaching techniques worked particularly well in your teaching practice?

Challenges of Linguo-Coaching

5. What challenges have you faced or might you anticipate when implementing linguo-coaching techniques in your teaching?
6. Are there any particular aspects of linguo-coaching that you find difficult to adapt to your teaching context?

Support Needs

7. What kinds of support or resources do you think teachers need to implement linguo-coaching effectively?
8. Do you think schools or institutions in Kazakhstan should promote linguo-coaching? Why or why not?

Closing Questions

9. Is there anything else you'd like to share about your experiences or perceptions of linguo-coaching?

Closing Statement

Thank you again for your time and valuable insights. Your input is incredibly valuable for this research. If you have any additional thoughts after the interview, please don't hesitate to contact me at 221302034@stu.sdu.edu.kz.

Appendix B

Consent Form



SDU University Research Ethics Committee

Informed Consent Form

Dear Participant,

You are invited to take part in a research study titled “EFL Teachers’ Perceptions on Linguo-Coaching”. This study aims to explore the perceptions and awareness of linguo-coaching among EFL teachers in Kazakhstan who teach adult learners in universities, private lessons, and language schools. Your participation will provide valuable insights into how linguo-coaching can enhance motivation, autonomy, and learning outcomes for adult learners.

Participation involves two steps:

1. Completing a questionnaire (5-10 minutes), which collects basic information about your teaching background.
2. Participating in a semi-structured interview (approximately 60 minutes), where we will discuss your experiences and perceptions of linguo-coaching.

Both the questionnaire and interview will be conducted online, and the interview will be audio-recorded with your consent for transcription and analysis.

Possible Risks & Benefits

There are minimal risks associated with this study. The main risk is the unlikely possibility of a breach of confidentiality, which will be mitigated by securely storing all data and anonymizing your responses. Your participation will contribute to research aimed at improving teaching strategies and learner outcomes in EFL settings. You may also find it personally beneficial to reflect on your teaching practices and gain insights into linguo-coaching techniques.

Confidentiality & Privacy

All data collected in this study will be kept confidential and stored securely. Your personal information will be kept separate from the study findings and will be accessible only to the research team. The study findings will be presented in aggregate form and will not identify information.

Voluntary Nature of the Study. It is strictly voluntary as to whether to participate in this study or not. You have a right to withdraw your agreement to participate at any time.

Contact Information:

If you have any questions or concerns about this study, please contact the researcher Aidana Palmanova, SDU’s MA in TEFL student, at 221302034@stu.sdu.edu.kz. If you have any questions about your rights as a research participant, you may contact SDU’s institutional review board at rethics@sdu.edu.kz.

Statement of Consent.

By signing below, you confirm that:

1. You have read and understood the purpose of this research and what participation involves.
2. You agree to participate voluntarily in the demographic questionnaire and semi-structured interview.
3. You understand that your information will be kept confidential, and you may withdraw at any time without consequences.

Signature: _____ Date: _____

Researcher:

Signature: _____ Date: _____