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Linguo-coaching as a Learner-centered Approach in Language Teaching and Learning: A Literature Review

Abstract: Linguo-coaching is a learner-centred method that combines language instruction with coaching methods. This review synthesises findings from several studies to examine the theoretical foundations, methods, and applications of linguo-coaching and associated practices. The article identifies gaps in the literature and suggests opportunities for future research, especially in Kazakhstan, by drawing on research that emphasises reflective and digital coaching for teachers. According to the results, linguo-coaching holds promise as a framework for encouraging learners' and teachers' autonomy, motivation, and professional development.

Keywords: EFL teaching, learner autonomy, linguo-coaching, language acquisition

Introduction

The increasing focus on learner-centred approaches in language teaching has led to the exploration of new methodologies aimed at enhancing student engagement and autonomy. With a greater focus on learner-centered strategies that promote autonomy and self-efficacy, language instruction has seen significant change. A paradigm for resolving enduring issues including learner motivation, reducing progress, and engagement deficiencies is offered by linguo-coaching, which incorporates coaching ideas into language instruction (Suvorova & Khanin, 2022). Linguo-coaching encourages learners to take charge of their educational path by emphasizing goal-setting, reflection, and tailored guidance. This approach is in line with contemporary pedagogical movements toward autonomy and personalized learning.

Linguo-coaching has special potential in Kazakhstan, where fluency in English is becoming more and more necessary for success in school and the workplace. Classrooms are dominated by traditional teacher-centered practices, which frequently hinder students' capacity to interact effectively with the language. By providing flexible, student-centered solutions, including linguo-coaching could overcome systemic gaps as the nation carries out educational reforms Göker (2017).

This review focuses on the methods, applications, and theoretical foundations of linguo-coaching, combining data from related fields to suggest ways to use it in various settings.

Previous Studies
Theoretical Foundations

The challenges of language acquisition are addressed by linguo-coaching, which combines concepts from coaching and education. Kolb (2014) suggested that learning consists of cycles of experience, reflection, and application, which form the basis of linguo-coaching. This method closely resembles linguo-coaching techniques, in which students evaluate their development, modify their approach, and try out the language in authentic settings. Schön (2013) expanded on this by highlighting reflection-in-action, a key coaching idea that enables students to assess their method in real-time while they are learning.

Additional theoretical support is offered by Vygotsky's sociocultural theory, which emphasizes the value of interaction and scaffolding in learning (Vygotsky, 1978). Linguo-coaching makes use of this by

establishing cooperative settings in which the coach helps students overcome obstacles, promoting competence and self-assurance. These theories are supported by the GROW model, which is frequently used in coaching and provides an organized method for creating goals and organizing actions, assisting students in concentrating on attainable results (Whitmore, 2017). According to Passmore (2016), neuro-linguistic programming (NLP) is another essential component that helps students overcome their emotional and cognitive obstacles while increasing their resilience and engagement.

Learner-centred Pedagogy in Language Teaching

The foundation of linguo-coaching lies in the principles of coaching psychology, which focus on developing the learner's self-awareness, goal-setting skills, and intrinsic motivation. This approach is aligned with the learner-centred pedagogy, which places the learner at the core of the educational process, as discussed in several studies of best practices in modern education (Aarreniemi-Jokipelto et al., 2019). Learner-centred teaching is characterized by a shift from a teacher-centred model, where the teacher is the primary source of knowledge, to one where learners are active participants in their learning process. This model fosters greater student engagement, as learners are encouraged to take ownership of their learning through problem-solving, collaboration, and self-reflection. Research on learner-centred approaches in education highlights their potential to enhance learner motivation, critical thinking, and language proficiency (Richards & Lockhart, 2017). In the context of language teaching, a learner-centred approach promotes the idea that language acquisition is most effective when it is tailored to the individual needs, interests, and goals of the student. This approach contrasts with traditional methods, which may rely on rote memorization and standardized testing, often overlooking the unique learning styles and preferences of individual learners.

Methodological Insights

Due to the complexity of the methodology, a variety of approaches are employed in linguo-coaching research. Qualitative research frequently examines the experiences of educators and students to offer deep insights into the transformational power of coaching. To illustrate this, Suvorova and Khanin (2022) looked at the benefits of coaching sessions that included strategies like SMART goal-setting and visualization for foreign language instructors. To demonstrate how coaching fosters professional development and flexibility, participants reported increased self-reflection and methodological competencies.

Additionally, quantitative research has demonstrated the measurable advantages of coaching in the classroom. Tschannen-Moran and Woolfolk Hoy (2012) provided evidence of how coaching interventions enhance teachers' self-efficacy, specifically in the areas of instructional techniques and classroom management. Göker (2021) evaluated the effects of reflective coaching on pre-service teachers using a pre/post-test methodology and found statistically significant increases in confidence and efficacy as teachers. These results highlight how linguo-coaching can improve teacher practices and learner outcomes.

Mixed-methods research combines qualitative and quantitative techniques to provide a thorough understanding. The study conducted by Korkealehto (2019) on digital coaching programs showed how organized guidance, peer feedback, and self-assessments improve digital pedagogical abilities. The flexibility of linguo-coaching in changing educational environments is demonstrated by the participants' reported enhanced confidence in using digital tools and creating successful online courses. This is particularly significant in the post-pandemic period because teachers need to be especially proficient in digital skills.

Table 1. Summary of Key Studies on Linguo-coaching in Educational Context

Authors	The focus of the study	Methodology	Key findings
Suvorova & Khanin (2022)	Coaching in advanced training for language teachers	Qualitative: Analysis of coaching sessions using SMART goals and visualization	Coaching improved teacher reflection, methodological skills, and adaptability.
Göker (2021)	Reflective coaching for pre-service EFL teachers	Mixed-methods: Pre/post-tests, reflective diaries	Statistically significant improvement in teacher efficacy and classroom management skills.

Korkealehto (2019)	Coaching programs for digital pedagogy among language teachers	Mixed-methods: Peer feedback, self-assessments, workshops	Teachers gained confidence in digital teaching skills and designing online courses.
Tschannen-Moran & Woolfolk Hoy (2012)	Teacher self-efficacy development through coaching interventions	Quantitative: Pre/post-test design	Coaching interventions increased teacher efficacy in instructional strategies and classroom management.
Brooks (2018)	Gamification in reading instruction	Review of coaching methodologies	Coaching enhanced learner motivation and autonomy in EFL settings.
Kennedy & Smith (2013)	Coaching and mentoring in professional development	Qualitative: Interviews and case studies	Peer coaching fostered collaborative learning and professional growth among educators.
Ellison & Hayes (2014)	Cognitive coaching for reflective teaching	Qualitative: Dialogues and case studies	Cognitive coaching facilitated deeper self-reflection and critical thinking among teachers.
Salmon (2013)	Use of e-tivities in coaching for online learning	Mixed-methods: Surveys and activity tracking	Coaching enhanced engagement and interactivity in online learning environments.

Linguo-coaching applications

Linguo-coaching has been used to enhance the development of both teachers and learners in a variety of settings. The effects of coaching programs on teachers making the switch to online instruction were examined by Korkealehto (2019), who emphasized the value of organized mentoring in developing digital abilities. Brooks (2018) investigated the use of coaching in EFL classes and discovered that linguo-coaching greatly increases student autonomy and motivation, making it a useful tool in a variety of cultural contexts.

According to Suvorova and Khanin (2022), methodological skills significantly improved when coaching techniques were incorporated into teacher training programs. Their results show how linguo-coaching can help with the particular difficulties of shifting from teacher-centered to learner-centered paradigms, and they propose an efficient strategy for national adoption. Applications including this highlight how linguo-coaching can help bridge the gap between conventional teaching approaches and contemporary educational requirements.

Research Discussion

Linguo-coaching addresses both the cognitive and emotional components of learning, which has major advantages for language instruction. It enables students to take charge of their language learning process by utilizing goal-setting, introspection, and customized techniques. These methods encourage self-reliance and long-term drive, both of which are essential for successful learning. Learners can become more confident and overcome their nervousness by using strategies like visualization and guided reflection, which can help them interact with the language more actively.

By encouraging reflective practices and improving classroom adaptation, linguo-coaching offers educators chances for professional growth. Programs that use coaching frameworks have demonstrated increases in the effectiveness of instruction, especially when it comes to integrating technology and overcoming the difficulties associated with online learning. These developments demonstrate how linguo-coaching may meet the demands of contemporary schooling.

Nevertheless, several obstacles prevent its wider adoption. It is challenging to apply linguo-coaching consistently across various educational situations due to the lack of defined frameworks. Furthermore, there

isn't much long-term research looking at its long-term effects on learner autonomy and language retention. To properly scale linguo-coaching, these deficiencies must be filled by thorough research and specific adjustments.

Conclusion

Linguo-coaching represents a promising learner-centred approach to language teaching and learning. By integrating coaching principles with language instruction, it empowers learners to take an active role in their language acquisition, setting goals, reflecting on progress, and using personalized strategies to overcome challenges. Focusing on learner autonomy, incentive, and reflective practice, linguo-coaching is a revolutionary method of teaching languages. It improves learner and teacher development by incorporating coaching strategies to address issues like fear and disengagement. Despite the enormous promise, issues including the absence of standardized frameworks and the paucity of long-term research must be resolved. To ensure its wider acceptance future research and culturally sensitive models will be essential. Linguo-coaching has the potential to revolutionize language instruction and meet the demands of global learning with further innovation.

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