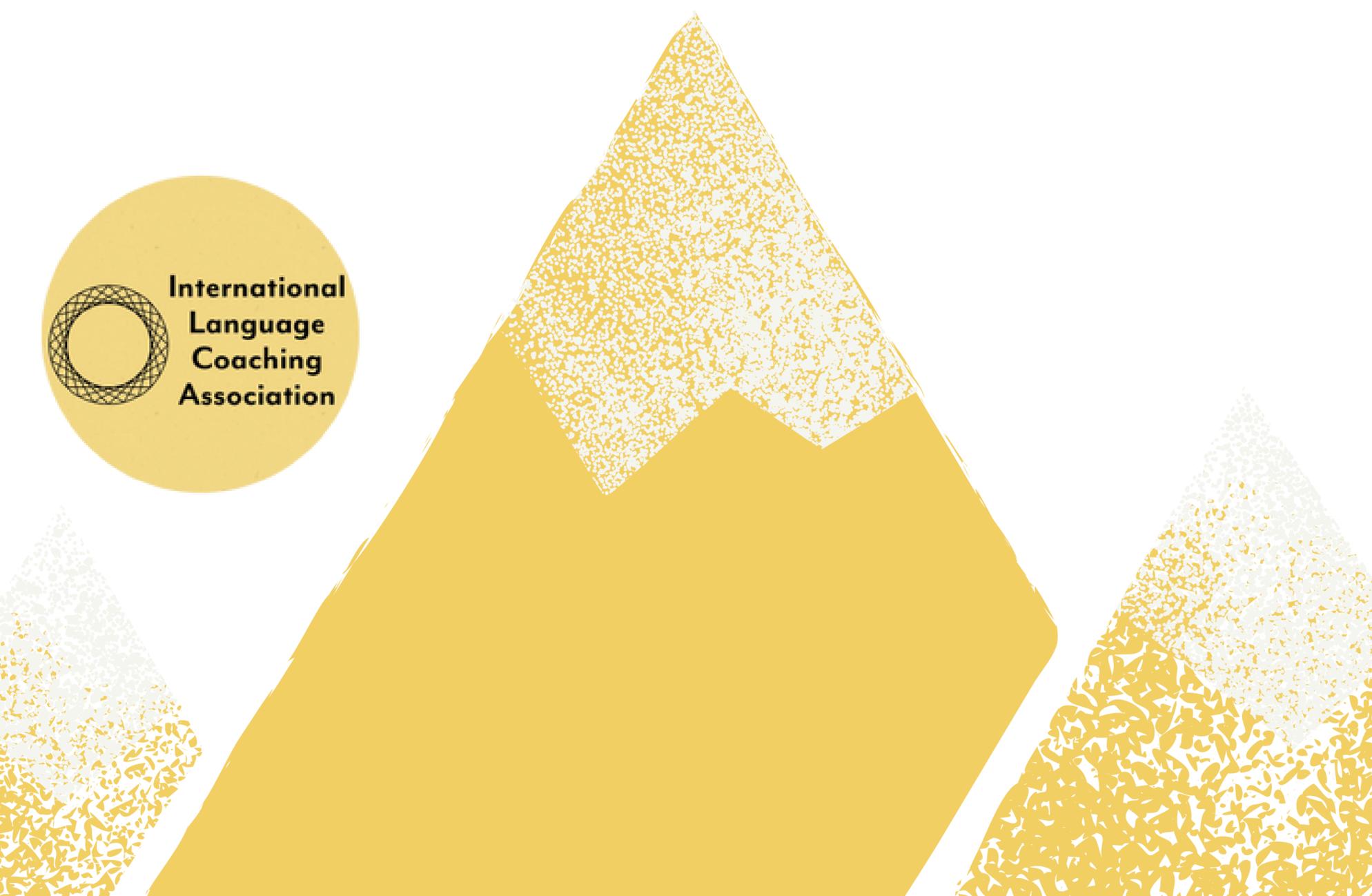


ILCA
LANGUAGE
COACHING
MARKERS



What are language coaching markers?

- ILCA has established its own set of assessment methods to determine if language coaching competencies are present in coaching sessions and other areas of coaching (running of a LC business, advertisements etc.).
- Originally with the purpose of assessing ILCA graduates, the Markers have been made available for anyone to make this assessment, ie. it is public domain. Therefore this tool enables a swift identification of language coaches with the help of this checklist.
- These markers are there for all interested to see the standards expected of a language coach.
- ILCA graduates are expected to work according to these to the best of their abilities and knowledge.

Why are these necessary?

- To help identify and assess what makes the work of a language coach measurable, also, what validates justification when assessing the quality of one's work.
- To provide guidelines for evaluation of LC work.
- To support awareness of basic competencies for language coaching. These provide clarity about the role (as opposed to mentor, facilitator and especially teacher and trainer).
- These skills and approaches make coaching effective and professional.
- ILCA training programs build along these competencies in particular and other related areas too.
- These competencies form the foundation so one can confidently call themselves a language coach.
- For a client to have a valid measure of assurance that the coach they work with has the competencies and skills that enables them to perform to international standards.

These markers have been compiled with the support and work of the ILCA co-founders and Board members.

How to use the Markers

- It is not essential to be in alignment with each and every marker from 1 to 40, however, awareness of these and the ability to work in accordance with them as you gain training, experience, and start your own reflections and adjust your work routines are expected.
- The more of these markers you recognise in the work you do with clients, the more you can do to support your clients the way coaches do in other fields.
- Professional development is a must for language coaches - maintaining a high level of professionalism means attending workshops, taks, webinars and training on a regular basis.



The markers have 6 key sets:

**Conduct & Business Ethics * Roles & Responsibility
Skills & Competencies *Communication *Mindset & Orientation
Outcome & Results**

Language Coaching Markers

Set 1. Conduct & Business Ethics

1. Clear usage of contracting and agreement.
2. Transparency in communication about coaching and in coaching processes.
3. Awareness of and adherence to coaching ethics statement; works with full discretion.
4. Clarity on general coaching standards
5. Accountability for work processes and conducting business.

Set 2. Roles & Responsibility

6. Has awareness and presence in processes (whether pure coaching or coaching approach teaching/training)
7. Specifies what coaching is and is not towards Client.
8. Can move from role to role (coach/teacher/trainer) with confidence when that role best supports Client - and communicates this towards them.
9. Establishes and maintains a trusting and secure learning environment.
10. Focuses on Client needs, interests and goals and will work with a client-led agenda, with an understanding of organisational/stakeholder objectives and expectations.
11. Is flexible enough to be able to blend teaching/training with the coaching framework and skills.
12. Takes into account Stakeholder expectations and goals if working with Clients from an organisation (business, large corporation or institution).

Set 3. Skills & Competencies

13. Has been trained in language teaching and/or training.
14. Works in a partnership with the client at all times.
15. Coach will confidently and flexibly assess scenarios within the process and address accordingly (ie. switch roles / advise on other forms of support if needed).
16. Enables reflection, critical thinking and exchanges of feedback on progress and process alike to ensure realistic goals.
17. Can differentiate between working with language coaching tools and language teaching activities and knows when and how to apply these.
18. Co-creates and collaborates on designing a strategic action plan and supports client in achievement.
19. Will enable learning insights for the client, and be able to work with Stakeholder information if necessary to further support additional perspectives for client.



Language Coaching Markers, cont.

Set 4. Communication

20. Uses active listening and varied questioning techniques
21. Supports with objective empathy, creating time and space for client responses
22. Is careful in using instruction and providing coach-generated ideas (only if client cannot move forward on own initiative)
23. Communicates with firmness and directness, without stressing client
24. Is able to describe transformation, development and progress towards Stakeholders

Set 5. Mindset and Orientation

25. Embodies a positive approach with future-orientation, believing Client can move forward
26. Helps Client use resources and energies more effectively
27. Opens up options and works strategically with Client on their ideas
28. Works towards actionable and measurable outcomes; does not 'drive results'
29. Zooms in and out of situations and processes; provides and calls attention to extra perspectives
30. Celebrates milestone successes - takes an 'every small step counts' attitude
31. Strives to develop and learn more about coaching from outside the sphere of language coaching also, ie. has a learning mindset
32. Builds awareness, increases recognition of feelings/emotions, behaviours for Client
33. Is mindfully holistic, and will be observant of own personal/professional well-being, keeps Client well-being in perspective and develop professionally through reflective practices.

Set 6. Outcome and Results

34. Keeps performance at a recognised level
35. Ensures clients' SMART goals are met
36. Outcomes are in alignment with Stakeholder expectations (if any)
37. Keeps client accountable with techniques within the coaching framework
38. Coach and Client are jointly responsible for the outcomes
39. Supports with experience-based options to guide the Client to reach goals faster and more efficiently
40. Coach does all within capabilities and competencies to move Client towards their anticipated outcomes.

Additional information

- ILCA ensures that any language coach completing our full FEEL program will receive an ILCA certificate of achievement - qualifying them to call themselves language coaches.
- A language coach will work in their capacity as language coach only when and until necessary and recommend teacher/trainer or other support if that will support Client goals better.
- If, reading the markers, you are uncertain regarding your coaching competencies - do get in touch with ILCA for an assessment.
- Do you recognise your professional self? ILCA would appreciate you joining the ILCA professional network.

