



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, and also, what validates justification when assessing the quality of one's work.
- To provide guidelines for the 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, talks, 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 and business ethics

1. Clear usage of contracting and agreement.
2. Transparency in communication about coaching and the same throughout the coaching processes.
3. Awareness of and adherence to a coaching ethics statement.
4. Clarity on general coaching standards.
5. Accountability for work processes and conducting business.

Set 2. Roles and responsibility

6. Has awareness of and presence in processes (whether pure coaching or a coaching approach teaching/training)
7. Specifies to the client what coaching is and is not.
8. Can move from role to role (coach/teacher/trainer) with confidence according to which role best supports the client, and communicates this to the client.
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 and competencies

13. Has been trained in language teaching and/or training.
14. Works in a partnership with the client at all times.
15. A coach will confidently and flexibly assess scenarios within the process and address them accordingly (i.e. by switching roles or advising 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 are established.
17. Can differentiate between working with language coaching tools and language teaching activities, and knows when and how to apply them.
18. Co-creates and collaborates on designing a strategic action plan and supports the client in the achievement of that plan.
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 the client with objective empathy, creating time and space for client responses.
22. Is careful in using instruction and providing coach-generated ideas, only doing so if client cannot move forward on own initiative.
23. Communicates with firmness and directness, without stressing the client.
24. Is able to describe transformation, development and progress to the stakeholders.

Set 5. Mindset and orientation

25. Embodies a positive approach with future-orientation, believing that the client can move forward.
26. Helps the client use resources and energies more effectively.
27. Opens up options and works strategically with the 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 draws 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 as well as within it, i.e. has a learning mindset.
32. Builds awareness, increases recognition of feelings/emotions and behaviours for the client.
33. Is mindfully holistic, and will always be observant of his/her own personal/professional well-being as well as keeping the client's well-being in perspective.

Set 6. Outcome and results

34. Keeps performance at a recognised level.
35. Ensures clients' SMART goals are met.
36. Ensures outcomes are in alignment with stakeholder expectations (if any).
37. Keeps the client accountable by using techniques within the coaching framework.
38. Coach and client are jointly responsible for the outcomes.
39. Delivers support with experience-based options to guide the client towards reaching their goals faster and more efficiently.
40. The coach does everything within his/her capabilities and competencies to move the 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 work with a language coaching mindset to support learners.
- 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.