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NEUROLANGUAGE COACHING IN ACTION: PRACTICAL APPLICATIONS, METHODOLOGICAL INSIGHTS, AND LESSONS FOR TRANSFORMING UNIVERSITY ENGLISH TEACHING

The study aims to demonstrate the transformative potential of neurolinguistic coaching (NLC) in language acquisition in higher education by analysing its impact on motivation, performance, and learner autonomy among English majors and students from various fields. The study covers theories, methods, and real-world uses through case studies, showing how findings could lead to important changes in teaching methods and training programmes.

This paper also explores the integration of Neurolanguage Coaching (NLC) into university English instruction. This concept is particularly applicable in regions where English is not the primary language, serving as both a worldwide lingua franca and a significant academic prerequisite. University students majoring in English frequently engage in comprehensive studies of the language, encompassing linguistics, literature, translation, and advanced communication competencies. Students in fields like finance, engineering, law, or medicine see English as helpful but not necessary for their academic and career progress. This duality results in various sorts of learners, each with distinct requirements, expectations, and challenges for educators. Both groups encounter significant difficulties in maintaining student motivation. English majors may encounter reduced motivation due to the significant cognitive and emotional demands of continuous language study, while non-majors may struggle to perceive the direct applicability of English to their primary discipline. In addition to motivation, learner autonomy and self-regulation are equally important aspects. Conventional university language training models frequently demonstrate a teacher-centred methodology and subject overload, which may inadvertently hinder students' ability to take ownership of their

learning. Emotional barriers like anxiety, fear of making mistakes, and negative classroom encounters still affect communication abilities, even in proficient learners. Specific examples of pedagogical innovations that match current knowledge of cognitive processes and student-centred teaching should be offered.

Rachel Paling developed Neurolanguage Coaching® (NLC), a method that facilitates structured learning. NLC combines ideas from brain science, psychology, and coaching to focus on empowering learning, setting goals, and using methods that are good for the brain to boost motivation [4, p. 2]. Unlike traditional methods that aim for consistency, NLC tailors learning paths to fit each person's thinking and emotions. This enhances both quality and intrigue. The emphasis on metacognitive awareness and reflective practice closely corresponds with the essential skills required in higher education, including critical thinking, problem-solving, and flexibility. Neurolanguage Coaching ought to be implemented in college English courses, as it bridges the divide between traditional pedagogical approaches and contemporary student requirements. NLC can assist English majors in maintaining their engagement and fostering independent learning. For non-English majors, perceiving English as a valuable, attainable, and empowering skill essential for their careers may be beneficial. The revised understanding of the teacher's role – from merely disseminating information to acting as a facilitator and coach – aligns with broader transformations in higher education, characterised by an increased focus on mentorship, student autonomy, and the cultivation of interdisciplinary abilities. The study intends to explore how neurolinguistic coaching is used in university English classes, focusing on practical applications, methods, and lessons learnt.

Theoretical and Methodological Foundations. In 2017, Rachel Paling developed Neurolanguage Coaching® (NLC) by integrating neuroscience, coaching techniques, and linguistic education. The primary premise posits that the human brain optimally assimilates knowledge in low-stress, goal-directed environments that promote motivation and autonomy [4, p. 6]. Neuroscientific research indicates that learning under stress and anxiety often triggers the amygdala's fight-or-flight reactions, hindering memory formation and reducing cognitive flexibility. Conversely, when students experience comfort, engagement, and autonomy in their learning environment, the neural connections that facilitate language acquisition are reinforced, enhancing their ability to retain and utilise the information they acquire. NLC emphasises learners' autonomy. In conventional language instruction, the educator determines the pace, curriculum, and assessment methods for students. The student is responsible for their education in NLC. In designated coaching

sessions, students establish personal objectives, discuss their challenges, and reflect on their progress. This approach assists pupils in comprehending their optimal learning strategies. They acquire proficiency in English and effective study techniques. Establishing objectives that enhance cognitive function is another crucial aspect. NLC emphasises the necessity of deconstructing broad, ambiguous objectives (such as "enhancing speaking skills") into smaller, more manageable tasks (for instance, "using academic vocabulary to summarise a research article"). This scaffolding technique aids students in avoiding cognitive overload and fosters a sense of achievement, enhancing their motivation via dopamine-driven reward mechanisms.

A fundamental aspect of NLC is the transformation of the educator's function. Conventional university courses typically view instructors as the foremost authorities, focusing on imparting knowledge and assessing comprehension of the subject matter. NLC perceives the educator as a mentor and facilitator. This role involves assisting students in self-discovery, fostering independence, and collaborating to devise strategies for advancement. The objective is not to rectify every linguistic error but to equip students with the necessary tools to experiment, reflect on their learning, and enhance their language proficiency through active engagement. This change aligns seamlessly with contemporary educational concepts, such as student-centred learning, communication initiatives, and task-orientated approaches. NLC distinguishes itself by its foundation in neuroscience and a coaching philosophy that transforms the relationship between teachers and students into a collaborative partnership. The teacher/coach facilitates the dismantling of emotional barriers, such as fear of failure, by emphasising trust, empathy, and transparent communication [3, p. 2]. This facilitates more honest and confident communication among students in English. The implementation of NLC in university English courses significantly influences the methodology of English instruction. NLC can effectively sustain the interest of English majors over the long term, particularly in advanced courses when the material may diminish their enthusiasm. Coaching dialogues assist students in recognising the significance of consistent practice by linking language objectives with their academic and professional aspirations. NLC assists non-English majors in recognising the use and potency of English proficiency. Students are urged to perceive English not merely as an academic obligation but also as a means for research, professional discourse, and global networking. NLC also assists individuals in acquiring competencies that extend beyond just linguistic proficiency. Students acquire competencies such as self-regulation, critical thinking, adaptability, and intercultural awareness by engaging in reflective problem-solving that prioritises their involvement in the process. These

competencies closely align with the objectives of higher education in Europe (EHEA) and other international frameworks, where employability and lifelong learning have equal significance to academic achievement. Finally, NLC emphasises the importance of flexibility in curriculum development. The concepts advocate that educators modify the curriculum to accommodate student requirements, provide tasks that promote critical thinking, and employ assessment strategies that emphasise development and autonomy rather than solely final outcomes. This alteration in pedagogical approaches may transform not just the instruction of English but also educators' self-perception, as they adopt additional roles as mentors, coaches, and facilitators of students' holistic development.

Methodological Insights for Higher Education English Instruction. Implementing Neurolanguage Coaching (NLC) effectively in university English courses requires a comprehensive reassessment of lesson planning, instructional strategies, and the nature of teacher-student relationships. NLC regards coaching dialogues as instruments for instruction. These organised, yet adaptable, discussions provide students the opportunity to articulate their goals, contemplate potential obstacles, and collaboratively devise strategies for enhancement. At the commencement of a semester, educators may request students to articulate their objectives, which may encompass aspects such as mastering the conventions of academic writing or enhancing their confidence in delivering oral presentations. By consistently evaluating these objectives during the course, students assume accountability for their advancement and gain a clearer understanding of their trajectory. A further methodological aspect pertains to learner self-evaluation and introspection. Furthermore, students participate in reflective journaling, self-assessments, and peer feedback sessions to enhance their metacognitive awareness and monitor their learning progress. This facilitates students' awareness of their cognitive processes and enables them to monitor their advancement using means beyond conventional grading. These tactics redirect the emphasis of evaluation from external validation to intrinsic motivation, promoting the notion that language development is a dynamic and ongoing process. A significant methodological innovation of NLC is the recognition that the brain optimally receives knowledge in low-stress, high-engagement settings. Teachers can make classrooms better for learning by using methods that reduce emotional obstacles, encourage questions, and provide challenging tasks. Rather than inundating students with complex academic materials, educators can facilitate learning by deconstructing reading and discussion activities into smaller, more comprehensible components. For instance, they may commence with summaries, progress to critical answers, and conclude with independent analysis. This methodical technique aligns

with the brain's preference for processing information that is comprehensible and structured. Educators can modify course assignments to align with the academic disciplines of their students via coaching dialogues. An engineering student may examine technical abstractions in English, whereas a law student may concentrate on courtroom vernacular or case analyses. This personalisation ensures relevance, thereby enhancing motivation. Educators can incorporate stress-alleviation techniques such as mindfulness intervals, brief breathing exercises, or moments of quiet reflection before lessons to promote relaxation and optimize students' readiness for learning. Correcting mistakes in a typical way often makes the fear of failure worse, making performance anxiety more intense. NLC reinterprets feedback as a coaching dialogue. Instead of saying, "This is wrong," the teacher-coach might ask, "How else could you express this idea more clearly?" Feedback turns into an inquiry process instead of a judgemental one, seeing mistakes as chances to grow.[4, p.23] Students learn how to correct their own mistakes and think about their choices, which helps them remember things better and feel more confident in the long run. By using these kinds of feedback methods, teachers can help students become more resilient and create a space where taking risks in communication is normal. University classrooms are the best places to try out NLC-guided tasks. At the start of the course, the students work together to set learning goals and identify any problems. The teacher-coach helps them break down their goals into measurable steps. Students keep weekly journals in which they write about their progress, problems, and methods. This not only helps with metacognition, but it also gives coaches data for conversations. Students work in pairs to help each other with things like how to give a presentation, how to pronounce words, or how to write a draft. The practice improves working together and builds communication skills across different areas. NLC's focus on learner agency and creativity is supported by platforms like Padlet, Canva, and AI-driven technologies that make it easier to visually track goals, reflect together, and map vocabulary. The ideas behind NLC are the same, but how they are used depends on the student. English majors benefit from in-depth coaching conversations about difficult linguistic or academic tasks, such as critical essays, translation projects, or research presentations. The focus is on keeping students motivated during long study sessions and improving their advanced skills. Non-majors may require supplementary practical, discipline-specific applications, such as oral communication for business students or reading comprehension of academic texts for STEM students. Coaching positions English as relevant, empowering, and directly applicable to their career goals. NLC improves how English is taught in universities by using learner-centred methods, encouraging students to think about what they learn,

and creating a supportive but challenging environment. Educators can use neuroscience-based solutions and coaching techniques to help students overcome common problems like low motivation, lack of autonomy, and emotional barriers while also teaching them skills that they can use in other areas of their lives. In today's higher education, using digital technologies can greatly enhance the effects of Neurolanguage Coaching (NLC). Digital platforms like Padlet make it easy to visually track goals, work together on reflections, and make digital portfolios, which lets students actively participate in their progress and successes. Tools like Canva also help create infographics, presentations, and visual summaries that make information easier to understand, encourage creativity, and help students organise complex information in ways that make sense. AI-powered apps make learning even better by offering personalised exercises, instant feedback on written or spoken output, and gamified language practice that keeps students motivated and engaged. These technologies give students the power to keep track of and think about their learning paths, while also giving the teacher-coach the tools to give personalised advice, scaffolded support, and timely help. NLC integrates digital tools like Padlet for visual goal tracking, Canva for creating visual summaries, and AI-powered apps for personalized language practice, enhancing the effectiveness of traditional coaching methods. This makes for a dynamic, learner-centred environment that fully supports the cognitive, emotional, and motivational aspects of language learning. Neurolanguage Coaching can be tailored strategically to address the requirements of various student cohorts. Students majoring in English may have to do long-term projects, give research presentations, translate texts, and do advanced writing assignments. In this context, coaching boosts intrinsic motivation, encourages critical thinking, and improves overall language skills, allowing students to really get into difficult language material. For non-majors, the focus shifts to how to use English in specific areas, like understanding academic texts, taking part in professional conversations, and writing useful essays. Coaching keeps the content relevant, meaningful in context, and easy to understand, which makes students feel like they are learning easily and well. Pilot programs in university classrooms show that using coaching dialogues, reflective journals, peer coaching, and digital technologies together has real benefits. These include more motivated and engaged students, more independence and responsibility in learning, and big improvements in how students talk to each other, especially when they have to speak.

Neurolanguage coaching is a flexible and effective way to teach because the skills learnt through these practices can be used in school, research, and work. For teachers, neurolanguage coaching changes how they teach by

equipping them with structured, learner-centered strategies such as goal-setting workshops, reflective journals, and peer coaching, as well as cognitive-friendly activities like scaffolding tasks and tailored trajectories. Through reflection exercises, digital tools, and individualised goal-setting, teachers create an environment that improves English skills and encourages transversal skills like self-regulation, collaboration, and critical thinking. For example, the implementation of NLC in university classrooms resulted in increased student motivation, improved performance, and enhanced long-term learning outcomes, showcasing the tangible benefits of this method. Using Neurolanguage Coaching (NLC) in university English classes gives teachers and students helpful tips. Classroom observations, pilot studies, and reflective feedback elucidate numerous significant outcomes that highlight the effectiveness of this strategy for both English majors and non-majors. Increasing Motivation and Engagement: One of the main effects of NLC is that it greatly increases student motivation. This method encourages intrinsic motivation by getting students involved in setting goals and coaching discussions. This makes them see learning a language as something that is important to them personally, not just as a school requirement. English majors exhibited increased enthusiasm for advanced assignments when objectives aligned with their professional aspirations, whereas non-majors demonstrated heightened engagement in discipline-specific language tasks, recognising the practical relevance of English in their careers. Introspective tasks, peer coaching, and digital tools that show progress and give clear proof of learning improvements all boost motivation.

Promoting Independence and Metacognitive Awareness. NLC puts students at the centre of the learning process, which gives them more freedom. Structured reflection and self-assessment help students become more aware of their own thinking, which helps them understand what they are learning and the best ways to learn it. This lets students take charge of their education, make smart choices about how to study, and keep making progress outside of school. Examples include keeping reflective notebooks to keep track of vocabulary learning and fluency, as well as dynamic changes through coaching dialogues that create a continuous feedback loop that boosts independence. University students often experience anxiety, fear of failure, and stress related to their performance. NLC makes these problems less of a problem by creating a supportive, low-stress learning environment. Instead of a corrective assessment, feedback is given in the form of a coaching conversation. This makes trying new things and taking risks seem normal. Students show more confidence in speaking and writing assignments, and they are much more willing to join in on discussions. The activities are designed in a way

that is good for the brain and keeps the cognitive load at a manageable level, which makes both emotional and cognitive engagement better. NLC helps students develop transversal skills that are crucial for academic and professional success, such as critical thinking demonstrated through analytical tasks, self-regulation practiced through goal-setting exercises, teamwork fostered through peer coaching sessions, and problem-solving enhanced through reflective problem-solving activities, in addition to language skills. Peer coaching, reflective practice, and goal-oriented tasks enhance effective communication, critical performance assessment, and strategic adaptation to diverse situations. These skills are especially useful for students who don't study languages, since they need to use English for research, professional emails, and working with people from other countries. Educators can enhance their teaching practices and professional growth by incorporating Neurolanguage Coaching, gaining insights into learner-centered strategies, goal setting, reflective practices, and cognitive-friendly activities. The teacher changes into the roles of facilitator and mentor, giving more weight to advice, reflection, and individualised support. Adaptability is good for curriculum design because it makes it easier to include learner-centred activities, subject-specific material, and flexible ways to test students. The use of practical tools, digital platforms, and structured coaching ensures that the methodology and application work together, which leads to better student outcomes and happier teachers. The outcomes from NLC-informed classrooms significantly impact university-level English instruction by improving student motivation, autonomy, and performance through specific strategies such as coaching dialogues, reflective exercises, and digital resources. The methodology is flexible enough to work with different fields, larger groups, and digital learning environments, which makes blended and hybrid models possible. By focussing on learners' agency and using neuroscience-based teaching methods, NLC is a forward-thinking strategy that fits with modern changes in education, such as the European Higher Education Area's focus on lifelong learning, student-centered methods, and improving skills. Neurolanguage Coaching demonstrates the interdependence of methodological innovation and practical implementation. NLC fosters motivation, autonomy, confidence, and transversal skills, providing a comprehensive framework for transforming university English instruction, thereby creating intellectually stimulating, emotionally supportive, and pragmatically effective classrooms.

Conclusion. This study has investigated the integration of neurolinguistic coaching (NLC) into university English instruction, highlighting both methodological perspectives and practical implementations. NLC is a dynamic, learner-centred methodology that addresses persistent challenges in language

acquisition in higher education through structured coaching dialogues, reflective exercises, brain-compatible teaching techniques, and digital resources. These problems include less motivation, less freedom for students to learn on their own, emotional barriers, and the problems with traditional teacher-centered methods. The data shows that NLC works well for a wide range of students, including both English majors and non-majors. For English majors, it encourages ongoing engagement with complex linguistic and academic pursuits; for non-majors, it positions English as a practical, relevant, and empowering skill. NLC fosters intrinsic motivation, metacognitive awareness, and self-directed learning in both groups, equipping students with the confidence and resilience necessary to tackle academic and professional challenges. NLC's practical uses, such as goal-setting workshops, reflective journals, peer coaching, and digital visualisation tools, show how theoretical ideas can be turned into real-world classroom strategies. The coaching-oriented feedback paradigm enhances student autonomy, fostering experimentation, self-reflection, and the development of critical thinking and problem-solving skills. These activities collectively promote the enhancement of language proficiency and transversal skills, aligning with contemporary higher education priorities such as lifelong learning, transdisciplinary adaptability, and employability. This paper emphasises the methodological and practical insights that illustrate the transformative potential of NLC for university-level English training. NLC changes the teacher's role to that of a facilitator and coach, putting the students' independence first to create a classroom environment that is collaborative, supportive, and intellectually stimulating. These findings suggest that the methodology can be adapted for various disciplines, scaled to accommodate larger cohorts, and integrated into blended or hybrid educational frameworks, providing a flexible and innovative structure for modern higher education.

To sum up, Neurolanguage Coaching is more than just a new way to teach; it is a complete system that brings together neuroscience, pedagogy, and real-life classroom use. In university English classes, Neurolanguage Coaching empowers educators to enhance student motivation, foster independence, improve skills, and promote learner autonomy, creating a conducive environment for effective language learning.

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СТИМУЛЮВАННЯ МОТИВАЦІЇ ДО ФОРМУВАННЯ ІНШОМОВНОЇ КОМПЕТЕНТНОСТІ

Формування ціннісного відношення до іноземної мови як засобу формування професійної іншомовної компетентності, до процесу формування іншомовної компетентності в умовах вищого юридичного навчального закладу дозволяє розв'язувати низку професійно значущих завдань: озброювати студентів знаннями про те, що вони знають, вже вміють і якими є межі цих умінь відносно використання іноземної мови в майбутній професійній діяльності; виховувати в них бажання займатися самоосвітою (особливо в тих випадках, коли вони виявляють у себе ті або інші пробіли в іншомовній і загальнопрофесійній підготовці); розвивати прагнення відкривати для себе нові можливості іноземної мови в формуванні іншомовної компетентності особистості.

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