

Influence of Language Coaching Techniques on Undergraduate Students' Motivation in the Process of Foreign Languages Teaching at Non-linguistic Specialties

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Abstract

The application of coaching techniques is popular in the worldwide practice of specialist training and is used in various fields. However, the problem of introduction of coaching techniques in foreign languages learning in Ukraine remains insufficiently covered and requires a more detailed study. This paper aimed to study the influence of language coaching techniques (LCT) on undergraduate students' motivation in the process of foreign language teaching at non-linguistic specialties. The study sought to answer the main research questions: 1. What effect would LCT have on undergraduate students' motivation to learn foreign languages at Ternopil Volodymyr Hnatiuk National Pedagogical University (TNPU) in Ukraine? 2. How will the students perceive LCT while learning languages? The research employs qualitative methods (scientific observations, analysis of student activity results) to substantiate research theoretical grounds; quantitative methods (testing and self-assessment reviews) to identify the efficacy of LCT, communicative methods (conversations, discussions), and methods of mathematical analysis to do calculations of the collected research data. The conducted experiment involved randomly chosen 62 second-year students of the first (bachelor) higher education level of non-linguistic specialties of TNPU. The study concluded that the applied LCT at foreign language classes during the experiment provided positive dynamics in the growth of students' motivation to knowledge acquisition. The findings would have practical significance for teachers of foreign languages who want to organize the learning process and make it more effective.

Keywords: Foreign languages, language coaching techniques, motivation, non-linguistic specialties, training, students

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Introduction

The development of modern society requires highly qualified specialists in different fields of industry, who can communicate effectively and interact productively with foreign colleagues. Proficiency in a foreign language has become crucial for a specialist's personal and professional growth. Foreign languages enhance human intellectual potential, enable the formation of national and universal values, foster intercultural tolerance, assist in social integration and active citizenship, and broaden career opportunities. The ability to use a foreign language fluently is irrefutable proof of their professionalism.

Now, when the development of Ukraine's relations on an international level is strengthening, there is an urgent need for a new approach to the methodology of foreign language teaching to students of non-linguistic specialties. Despite the fact that educators at higher education institutions in Ukraine pay a lot of attention to foreign language teaching, undergraduate students demonstrate relatively insufficient level of foreign language competence. The lack of undergraduate students' motivation has a negative impact on foreign languages learning and, consequently, on their performance.

Students are more motivated to learn a foreign language when they see and understand its importance, realize their progress in the language learning process, and believe that knowledge of a foreign language is closely related to their future professional activities. Understanding students' needs and expectations allows a teacher of a foreign language to choose the most appropriate teaching methods and techniques and organize the learning process by setting achievable goals. Each student is motivated to study a foreign language for a different reason. Some of the motivations could be internal, while others might be irrelevant. Intrinsic motivation is inherent to students motivated by their desires; in contrast, students who are inspired by an outside factor have extrinsic motivation.

Educators are constantly searching for effective methods of learning to ensure the appropriate level of undergraduate students' knowledge and their readiness for future professional activities. The application of coaching techniques is popular in the worldwide practice of specialist training and is used in various fields. However, the problem of introduction of coaching techniques in foreign languages learning in Ukraine remains insufficiently covered and requires a more detailed study. Furthermore, the analysis of scientific sources reveals that there is a contradiction between traditional approaches in language learning and application of the coaching experience to the individual needs of the students. Language Coaching Techniques (LCT) may enhance personalized learning, but this can sometimes conflict with standardized assessment methods or curriculum requirements.

This study aimed to determine the effectiveness of LCT in foreign language teaching to Ukrainian undergraduate students of non-linguistic specialties. The findings would have practical significance for teachers of foreign languages who want to organize the learning process and make it more effective. Thus, it is important that English teachers take more concern on LCT and help students improve their achievements in foreign language proficiency. Recognition of language coaching will benefit to teachers' understanding and choosing effective training techniques for designing and conducting foreign language classes.

The study sought to answer the following research question: 1. What effect would LCT have on undergraduate students' motivation to learn foreign languages at Ternopil Volodymyr Hnatiuk

National Pedagogical University (TNPU) in Ukraine? 2. How will the students perceive LCT while learning languages?

This paper starts with the acknowledgement about theoretical fundamentals of concepts *coaching*, *language coaching* and *LCT* in the literature review. Then the methodology section briefly summarises the research design, participants, instruments used to collect quantitative and qualitative data. Finally, it presents sections with conducted research findings, discussions, and conclusions.

Literature Review

Concept of Coaching

Researchers' interest in coaching has become evident in recent years. According to Al Hilali, Al Mughairi & Kianet, et al. (2020), professional training and development of employees focuses on specific goals and skills but may also have some effects on the individual's characteristics, such as confidence and social communication (p. 41).

Over time, the concept of coaching accumulated ideas from specialists and experts in different fields who contributed to its development. Thus, Gallwey (1997), was the first to introduce and define *coaching* as a new method of training that emphasized the students' awareness through a set of questions and guidelines to help them succeed. Whitmore (2002) and his colleagues were the first to take coaching into the workplace and coined the term "performance coaching" in the early 1980s.

The English term "coach" derived from the Hungarian word "kocsi", which means "of Kocs", the name of a small Hungarian town where horse-drawn carts and carriages were previously constructed.

The term "coach" became associated with a trainer who carried their students along a path of learning.

Since then, the coaching has become a unique kind of educational engagement based on reflections on cutting-edge practices in the fields of mentorship, corporate consulting, psychological consulting, and even psychotherapy (Grant & Cavanagh, 2011; Shchur, 2020).

Over the past ten years, the use of coaching in educational settings has increased significantly worldwide. It has been implemented in schools, colleges, and higher education institutions to help students, teachers, and leaders succeed (Lord, Atkinson, & Mitchel, 2008; Tarwiyah, Bharati, & Dwi, 2018).

Mohamad, Rashid, & Yunus, et al. (2016) examined the views of School Improvement Specialist Coach on their roles in coaching English language teachers in Malaysian primary school. They found that coaching has a significant impact on teaching practices and teacher professional development (p. 269). Nonetheless, the examination of the scientific literature reveals that there is no single definition of the term *coaching*. In modern scientific literature, coaching is defined as a philosophy about training technologies used for teaching new ways of thinking and behaving that are essential for successful interpersonal interaction and effective personal and professional self-development. Thus, Niewerburgh (2012) defines the term *coaching* as:

A one-to-one conversation focused enhancing learning and development through increasing self-awareness and a sense of personal responsibility, where the coach facilitates the self-directed learning of the coachee through questioning, active listening, and appropriate challenge in a supportive and encouraging climate. (p. 6-7)

According to Bachkirova, Cox, & Clutterbuck (2014); Phaekwamdee, Na Ayuthaya & Kiattisin (2022), who studied theoretical perspectives, contexts, genres of coaching, and the ways of its practical application for professional needs, this term relates to the process of life-long human development, that involves structured, focused interaction and the use of appropriate strategies, tools, and techniques to promote desirable and sustainable change for the benefit of the coachee and potentially for other stakeholders” (p. 3).

The analysis of scientific sources provides a framework to argue that coaching is a system of helping a person identify and reach a decision about their characteristics (Knight, 2009); and is a component of a person-oriented approach (Whitmore, 2002; Wilson, 2020). Some researchers (Whitmore, 2002; Knight, 2009; Rakhimova, 2021) state that the process of coaching bases on the following principles: teachers’ receptivity; organizational process, which follows stages from building trust to collaborating and reflecting; challenging, which requires overcoming tension between knowledge and beliefs; promoting: administrative support; proof: evidence of change, impact, and capacity building; and promise-projecting of the future role. The cornerstone of coaching is enhancing a person’s awareness and responsibility to optimize their capabilities and performance by shifting the emphasis from a person’s weaknesses to their strengths, triumphs, and potential. It avoids judgment, blame, and limiting beliefs while leaving behind mistakes and failures.

Any person-oriented approach usually has a model of coaching at its core. Whitmore (2002); Kunos (2017); Hawk (2020); Mayuni, Leiliyanti, & Palupi, et al. (2022) paid attention to studying various coaching models and their structural components. The coaching methodology enables the coach to engage the student in a rational, understandable, and developing discussion about the subject or problem. Additionally, it offers a foundation for applying coaching methods to the learner. By introducing them to the student in a familiar, secure, and clear language, using a model also helps the learner.

Kunos (2017) defines a coaching model as “a kind of framework based on a process approach that serves as a useful structure in practice, helping to position the current process” (p. 41). The most popular coaching models are as follows: GROW, SMARTER, WOOP, Solution-Focused Model, STEPPA, GENIUS, CLEAR, FUEL, etc. For example, Whitmore (2002) created the model GROW in the late 1980s. Each letter in this acronym means the following: G stands for goal (goals and aspirations); R stands for reality (current situation, internal and external obstacles); O stands for options (possibilities, strengths, and resources); and W stands for will (actions and accountability).

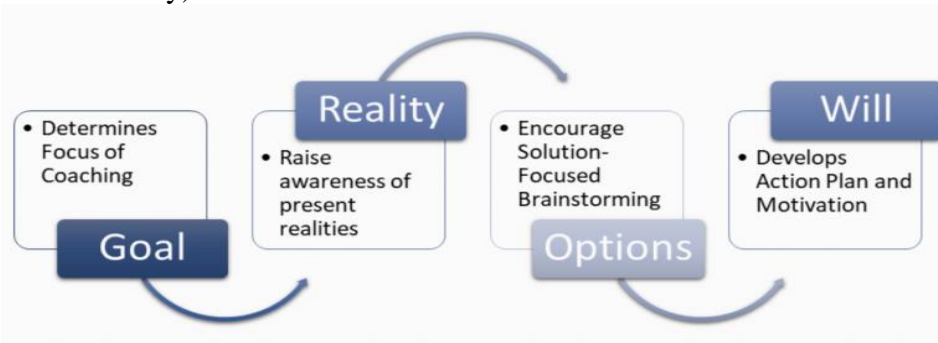


Figure 1. CROW coaching model [GROW Coaching Model]

Each stage of the coaching foresees the conversation between a coach (teacher) and a student (or a group of students). Sample questions that encourage students to assess their performance and think critically are listed in accordance with each stage of the model. (see **Table one**).

Table 1. *Example Questions for the GROW Model [GROW Coaching Model]*

Goal	Reality
What do you want? What is your aim for this discussion/session? How would you like it to be? What does that look like? What will you be saying to yourself? What will that enable you to do? What will other people be saying to you? What will you have that you don't have now? Imagine three months from now, all obstacles disappeared, and you have achieved this... What do you see/hear/feel? What new elements are in place? What is different?	What is happening at the moment? How important is this to you? On a scale of 1–10, if an ideal situation is 10, what number are you at now? What number would you like to be at? How do you feel about this? What impact is this having on you? What's on your shoulders? How does this impact other areas of your life? What are you doing to achieve your goal? What are you doing that is getting in the way of your goal?
Options	Will
What could you do? What ideas do you have? What alternatives do you have? Is there anything else? If there were anything else, what would it be? What has worked in the past? What steps could you take? Who could help you with this? Where could you find out the information? How could you do that?	What will you do? How will you do that? When will you do it? Who will you talk to? Where will you go? Is there anything you need to put in place before that? How committed are you to taking that action? What will it take for you to commit to that?

When considering the coaching model in the context of foreign language instruction, it is crucial to remember that both the teaching and educational components are equally important. Coaching is done more in the advising approach “teacher (mentor) – individual” than in a “teacher – group” framework. It enables teachers to increase students’ language performance. Moreover, it is essential to consider this basic coaching principle and remove any psychological barriers like the fear of making grammar mistakes, being misunderstood or misunderstanding a foreign interlocutor, failing to memorize new vocabulary, or the inability to converse in a foreign language during transferring information. Overcoming these barriers can be achieved by motivating the learner to link the process of gaining knowledge and skills according to the set goal, divided into segments.

Despite the significant number of coaching models, they have some standard features:

- the distinct organization, which distinguishes one model from the other (Hawk, 2020);
- each of them based on the principle of collaboration (Mayuni, Leiliyanti, Palupi, et al. (2022);

- each of them pursues such fundamental values that underpin coaching's core philosophy and mission (a trusting and open environment; honest, open communication between a coach and a student; the importance of the student's objectives and their implementation, etc.) (Kunos, 2017).

Language Coaching

Language coaching has become increasingly popular among professionals in the field of language education in the beginning of the twenty-first century. The term *language coaching* (also known as "lingua coaching") is a method that incorporates coaching concepts into the context of language acquisition.

Kovács (2019); Rakhimova (2021) define the concept of *language coaching* as a conversation-based process the purpose of which is to organize optimal language acquisition or determine language goals, where both parties (teacher and students) are equal partners. The framework of language coaching involves strategies directed at utilizing intrinsic motivation and developing learning awareness. Instead of working with pre-defined class objectives language coaching focuses on the students' communication outcomes and learning processes in their professional and personal settings. The goal of language coaching is to encourage the student to carry out the activities that self-reflection and critical evaluation of their language usage.

The role of a language coach is to support and empower the learner on their self-led learning journey, and to assist them in defining and using the tools they need to progress in their target language. Turchyn & Tsar (2021) note, that in contrast to the traditional method of training, where the teacher himself determines the subject, learning material and methods of teaching students, language coaching, shifts the emphasis from the teacher to the student, which makes learning person-oriented.

Thus, language coaching addresses the psychological, motivational, and practical aspects of language acquisition. It helps students become more conscious of the factors that influence their learning. Language coaching applies the principle that students can self-direct their language study, meaning that they are responsible for all decisions about learning process. Teachers who want to apply language coaching in their classroom should know more about the most effective LCT incorporated in foreign language teaching.

Language Coaching Techniques in the Process of Foreign Languages Teaching

When applying coaching strategies, linguistic coaching promotes effective, engaging, and accessible language acquisition. In contrast to traditional teaching methods (Paling, 2014), in which the teacher has to "cut off" anything unnecessary for the lesson to conform to the plan, thereby restricting the students' creative abilities, the structure of the language coaching session is sufficiently flexible and is determined by the prior experience of the students.

The researchers (Knight, 2009; Lord, Atkinson, & Mitchell, 2008; Yefimova & Zhytska, 2017; Wilson, 2020) identify the conditions and prerequisites for successful coaching application. According to their studies, LCT are necessary for enhancing students' language abilities, developing their personal language awareness, and boosting motivation either at the beginning of the course or during the study process.

As Fölscher-Kingwill & Terblanche (2019) indicate, coaching sessions follow a structured procedure that includes questioning tactics and communicative discussions. They encourage students to consider several solutions to the problem. The coach (teacher) should stay neutral

throughout discussions but observe the degree of students' motivation and commitment during these conversations. These sessions can take place in person, online, or in groups. Initially, the coach and students define goals and objectives. Then they develop strategies and steps to achieve their objectives (p. 160).

Some studies (Knight, 2009; Tarwiyah & Dwi, 2018; Juraeva, 2020) stated that asking open-ended questions is one of the main coaching techniques used to guide the individual in the proper direction and facilitate them to take the actions required to reach the desired outcomes. Open-ended questions foster thinking and the ability to conduct self-analysis and self-evaluation based on observing data about one's activities and help people make the right decisions in challenging circumstances. Having analyzed the psychophysiological features of speech activity, Shchur (2020) pointed out four stages of linguistic coaching support for students to develop their foreign language competence:

- “1 – establishing the objectives, planning, and preparation for foreign language activity;
- 2 – carrying out the language activity;
- 3 – reflection on the language activity;
- 4 – using reflection results in practice to increase the level of foreign language competence discussing the results of the speech activity” (p.145).

These stages are presented in the *Figure two* below:

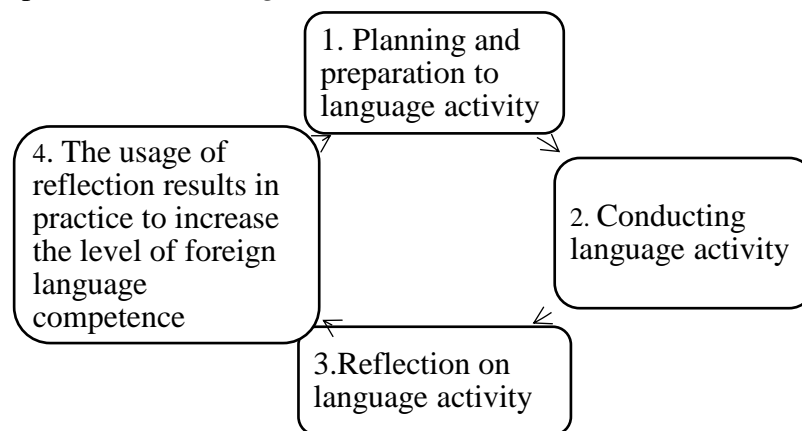


Figure 2. The continuous cycle of development of foreign language competence (Adopted from Shchur, 2020, p. 145)

The researchers (Baageel, 2020; Samoilova & Serhienko, 2020; Dmitrenko & Budas, et al., 2021; Kankan, 2021; Barrera, 2022) examined the ways to increase students' motivation while learning a foreign language. They distinguish between intrinsic and extrinsic motivation. Intrinsic motivation defines a person's inherent desire to perform a specific activity on their own or from the sense of accomplishment gained from completing or simply undertaking a task. Contrarily, extrinsic motivation refers to the outside factors influencing a person's behaviour. Experts believe that using modern technologies and active teaching techniques in the foreign language educational process at all stages is the key to facilitating students' motivation and the efficacy of foreign language lessons.

Also, various incentives (money, prizes, appreciation) or other rewards bringing pleasure and enjoyment can reinforce students' extrinsic motivation. Both forms of motivation are essential in students' language acquisition. According to Samoilova & Serhienko (2020), inner motivation

is more significant for a person since it directly influences the success of the learning activity. According to her study, "a foreign language teacher must establish conditions for students to shift from external to internal motivation and build a growing educational environment in which students can realize their strengths and needs in learning a foreign language" (p. 47).

The literature analysis showed that most studies demonstrate that intrinsically motivated students outperform extrinsically motivated students when learning a foreign language

Methods

As mentioned above, this paper aimed to study the influence of LCT in foreign language teaching to Ukrainian undergraduate students of non-linguistic specialties at Ternopil Volodymyr Hnatiuk National Pedagogical University (TNPU). To generalize the research data, we used qualitative methods (scientific observations, analysis of students' activity results) to substantiate research theoretical grounds; quantitative methods (testing and self-assessment reviews) to identify the efficacy of LCT; communicative methods (conversations, discussions), and methods of mathematical analysis to do calculations of the collected research data.

Participants

Experimental verification of the investigated problem took place at TNPU (Ukraine) at the faculties of geography, chemistry, and biology. The conducted research encompassed the first and second terms of the 2020–2021 academic year. During the research, 62 second-year students of the first (bachelor) higher education level of non-linguistic specialties participated in the experiment conducted at TNPU. The students were randomly assigned to two groups. There were thirty students in the Experimental Group (EG), and thirty-two students in the Control Group (CG). In the EG, 16 students were females, and 14 were males. The CG consisted of 17 females, and 15 males. In terms of gender, the groups were almost similar. The participants possessed the A2-B1 level of English mastery.

Research Instruments

The research instruments included: three grammar and vocabulary tests (specially designed to check students' outcomes at the end of each stage of the experiment: placement test, intermediary test, and final test); the LCT involved conversations and discussions according to the GROW model (see Table one); learning materials used during English classes (textbook "On Screen B2" by V. Evans & J. Dooley (Express Publishing)); and during German classes (textbook "Sicher! Deutsch als Fremdsprache B2" by M. Perlmann-Balme, S. Schwalb, & M. Matussek (Hueber Verlag), audio-recordings, and specially designed tasks in the electronic system Moodle.

Research Procedure

Our experimental research involved the following stages: *diagnostic, procedural, and reflexive-analytical*. At the diagnostic stage, we analyzed the current level of undergraduate students' foreign language proficiency through *placement grammar and vocabulary test*. At the procedural stage *the LCT applied in the EG involved conversations and discussions according to the GROW model (see Table one)*. In addition, *students fulfilled learning tasks and specially designed assignments in the electronic system Moodle according to the curriculum*. The students in the CG had their traditional classes and used the same learning materials as the students in EG. At the end of the procedural stage both groups took the intermediary grammar and vocabulary test.

At the reflexive-analytical stage of the research, we used final grammar and vocabulary test to observe the dynamics of undergraduate students' foreign language proficiency over the course of experiment, analysed students' self-assessment reviews. Finally, we employed methods of mathematical analysis to do calculations of the collected research data gained in both groups.

Results

The Diagnostic Stage

At the diagnostic stage of the experimental research, we determined the student's current level of foreign language proficiency through the placement grammar and vocabulary test. While determining the appropriate level of linguistic proficiency the scope of knowledge was studied through tests, control tasks, credit, and examination session analysis. We employed Usova's step-by-step and post-operational assessment described by Chudina (2010), to convert qualitative indicators into quantitative ones. Thus, we calculated the scope of knowledge acquisition in a subject according to the formula: $K = n / N$, where **K** is the coefficient of completeness of knowledge acquisition; **n** is the number of learned items (correctly named and characterized); and **N** is the total number of concepts in the theoretical material determined for learning. We chose the coefficient of firmness (**P**) of knowledge acquisition in a subject, knowledge of psychological characteristics of students, and methods of pedagogical communication using the formula: $P = K_1 / K_2$ where **K1** is the coefficient of the number of learned concepts after the first test; **K2** – coefficient of knowledge acquisition after further verification. For evaluation, we used a scale (Table two) that meets the requirements of the European credit transfer system for the organization of the educational process.

Table 2. *Correlation of national grading scale and ECTS scale*

Level	Grade	Points
Initial	1	1-34 (F)
Low	2	35-59 (FX)
Reproductive	3	60-74 (DE)
Sufficient	4	75-89 (BC)
High	5	90-100 (A)

The analysis of the test results, after-test activities and some conversations with students also suggested that students possess uneven degrees of motivation for foreign language learning. Our observations proved that students with better grades demonstrated great commitment and willingness to study.

The Procedural Stage

At the procedural stage the experimental research involved applying LCT during foreign language classes in the EG. Specifically, students of the EG held conversations and discussions according to the GROW model (see Table one). To encourage their critical thinking and the ability to conduct self-analysis and self-evaluation based on their learning outcomes students got the task to write self-assessment reviews. In their reviews students had to answer the following questions: 1. How active have you been at the lesson? What encouraged you to do this, and vice versa, what hindered your actions? 2. Did you set a goal at the beginning of the lesson? Have you reached it? What prevented it? 3. Prioritize your actions today in the lesson. Which ones are familiar to you

and which ones were performed for the first time? 4. Identify typical life situations for you. Assess the knowledge got during the lesson for each situation by the following criteria: necessary / unnecessary, important / unimportant. 5. Continue each sentence. I have already known... I could do it... I learned it... Now I can... I want to know more... I want to do., etc.

Students in the CG followed their traditional educational approach at foreign language classes and also wrote self-assessment reviews. At the end of the stage both groups completed summary grammar and vocabulary test. Below, we displayed the dynamics of undergraduate students' foreign language outcomes in CG and EG (see Table three).

Table 3. *Dynamics of students' foreign language outcomes*

Levels	Diagnostic stage of the experimental research				Procedural stage of the experimental research				Dynamics	
	Number of students		%		Number of students		%		%	
	CG	EG	CG	EG	CG	EG	CG	EG	CG	EG
Initial	6	5	18,7	16,7	5	3	15,6	10,0	-3,1	-6,7
Low	10	8	31,2	26,6	9	3	28,1	10,0	-3,1	-9,5
Reproductive	9	10	28,2	33,3	10	11	31,3	36,7	3,1	3,4
Sufficient	5	5	15,6	16,7	5	9	15,6	30,0	0	13,3
High	2	2	6,3	6,7	3	4	9,4	13,3	3,1	6,6

As seen in table three, the students demonstrate the reproductive level of foreign language proficiency (28.2% – CG and 33.3% – EG); students with the sufficient level (15.6% – CG and 16.7% – EG), and insignificant amount of students possess knowledge at the high level (6.3% – CG, 6.7% – EG) at the diagnostic stage of the research.

After completing the procedural stage of the experimental research, there were students in the EG possessing reproductive level (36.7%) and those who demonstrated the sufficient level (30.0%) in foreign language proficiency. A limited percentage of students (10%) in the EG had their initial level estimated. At the same time, students' determination and deeper involvement in learning a foreign language were evident in contrast to CG. The collected data suggest positive changes for students in the CG as well, but they are less noticeable. Thus, the students in the CG preserved their previous level of language proficiency.

The Reflexive-analytical Stage

At the reflexive-analytical stage of the research, we studied the dynamics of students' foreign language outcomes after applying LCT and compared the changes of their attitude to learning a foreign language in both groups. Students took final grammar and vocabulary test comprising the material of both previous tests that enabled us to compare their results at each stage of the experimental research. The comparative analysis of the obtained data made it possible to observe

that due to the introduction of LCT at foreign language classes, the number of students in the EG possessing low levels decreased by 6.7% and 9.5%, respectively. Notably, the number of students with sufficient (up 13.3%) and creative (up 6.7%) levels increased. In the CG, we also observed positive dynamics, but it was not decisive and did not have a significant impact on the overall picture of undergraduate students' performance.

Figure three presents generalized data on the dynamics of of students' foreign language outcomes.

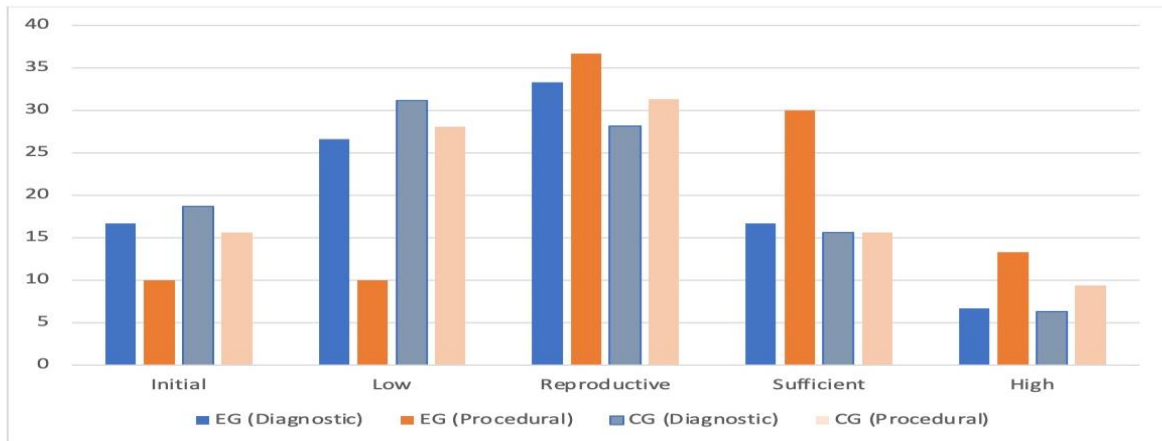


Figure 3. Dynamics of students' foreign language outcomes

Considering the analysis of students' self-assessment reviews and researchers' observations, there were obvious changes in students' attitudes toward learning a foreign language. Although the participants in both groups showed that they can perceive, comprehend, and assess their achievements effectively, the students in the EG outperformed their counterparts in the CG. The employment of LCT in foreign language classrooms led to a notable qualitative growth in students' intrinsic motivation. This indicates that students can critically evaluate their achievements, motivate themselves and others to perform work, cooperate with others, creatively use acquired skills and abilities, and apply them effectively in practice. They can develop competencies that determine the achievement of positive results. All of the above mentioned confirms the effectiveness of LCT.

Discussions

Considering the first research question of our study on the effective influence of LCT on undergraduate students' motivation to learn foreign languages at TNPU (Ukraine), it should be noted that there is a lot of foreign research on coaching techniques. (Niewerburgh, 2012; Kunos, 2017; Hawk, 2020; Wilson, 2020). Numerous studies emphasize their practical application for professional needs in various fields. (Yefimova & Zhytska, 2017; Tarwiyah, Bharati, & Dwi, 2018; Mayuni, Leiliyanti & Palupi, et al., 2022). In recent years, LCT has gained more popularity in foreign language teaching worldwide as it contributes to the development of students' capabilities and is person-oriented. This study supports previous findings of both foreign (Bukhari & Bahanshai, 2013; Paling, 2014; Baaqeel, 2020; Kankan, 2021; Barrera, 2022) and Ukrainian researchers (Juraeva, 2020; SamoiloVA & Serhienko, 2020; Rakhimmova, 2021) claimed that LCT promoted the development of undergraduate students' motivation in foreign language settings. Our findings proved that students with a relatively high level of intrinsic motivation demonstrated

better results in foreign language learning, while students with extrinsic motivation manifested short-term motivation and their level of performance was lower. Accordingly, the effectiveness of LCT for university students is undeniable.

The second research question dealt with the students' perceptions of LCT while learning foreign languages. Our observations revealed some difficulties the students encountered during communication. The first was connected to possessing an insufficient level of vocabulary and grammar knowledge, which made it difficult to express their ideas. Another problem was related to their psychological barriers, which prevented them from active participation in communication. The barrier-free atmosphere created by the application of LCT helps to increase students' confidence; they feel free to express their opinions and defend them, which teaches them to be more independent, decisive, and interact with others. It was obvious, that students perceived LCT positively. Such a conscious approach to language learning increases their motivation to learn foreign languages, which is confirmed by our obtained research data.

Conclusions

The introduction of language coaching in foreign languages teaching at non-linguistic specialties is one of the innovative and effective means that improves undergraduate students' motivation to study foreign languages as well as efficiency, flexibility, and productivity. This article has presented the result of exploration how language coaching training helps increase communicative competence, inspires students to explore their creative potential, and fosters reflection abilities. The result revealed that there was a significant difference on foreign language proficiency between students taught using LCT and those taught conventionally without them. The study demonstrated that language coaching contributed to students' communication skills as it showed that the students in the EG achieved better results than those in the CG. Thus, it is important that English teachers take more concern on LCT and help students improve their achievements in all types of speech activity. Recognition of language coaching will assist teachers to understand and decide which training techniques are effective for designing and conducting foreign language classes.

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