RESEARCH ARTICLE

ROLE OF NEURO-LINGUISTIC PROGRAMMING IN ENGLISH LANGUAGE TEACHING

S SHABEENA BANU[1], K BHANU REKHA[2]
[1]Assistant Professor [2]Associate Professor
English, Department of Humanities & Sciences
CVR College of Engineering, Vastunagar, Mangalpalli (V), Ibrahimpatnam (M), Rangareddy (D),
Telangana 501510
E-mail: shabeena.01@gmail.com , kjbrr09@gmail.com

Abstract

Understanding any language is an important part of understanding human behavior and is an essential aspect of humans; because it stands as a platform for communication. English is considered an important tool to acquire knowledge and success in life. In this regard, teaching the English language has become challenging to the language teachers, they encounter students with various issues. English Language Teaching has evolved; many approaches and methods were advocated by language scholars. Learners fail to adjust in a hostile environment where they find themselves unfit to speak or write in English, they face many hurdles in their effort to become perfect in the English language. This paper brings out the importance and emphasizes the application of Neuro-linguistic programming in teaching the English language, its role, and implications, and how Neuro-linguistics can be an effective tool in the teaching process. This paper also attempts to understand the concept of psycholinguistics and how it in turn helps teachers in evaluating students.

Keywords: Neuro-linguistics programming (NLP), Psycholinguistics, English Language Teaching (ELT), NLP techniques, acquisition, Implications, application.

I. Introduction

Embracing technology and including innovative methods of teaching has become the need of the hour. This will empower the students, motivate them and help teachers shape their future. Various teaching methodologies and approaches are used by English teachers like the Direct Translation method, the Audio-Lingual method, the structural approach, etc., for the benefit of the students. By choosing an apt strategy for teaching the target language, teachers can understand the psychology of students. Psychology is the study of the human mind and behavior; it enables teachers to have a look into the minds of students. Neuro-linguistics studies the mechanisms in the human brain that monitors the comprehension, production, and acquisition of language. It focuses on investigating how the brain can implement the processes that are necessary for producing and comprehending the English language. This became popular in the 1970s, this method is used to help people out of their phobias, anxiety, improve their performance both in professional and personal life. NLP not only takes care of the teaching-learning process but also

enhances linguistic competence, communicative competence, decision making, and self-esteem effectively.

II. Methodology

Understanding Neuro-linguistic Programming

Neuro-linguistics has its roots entwined with various fields such as neuroscience, linguistics, cognitive science, communication disorder, etc. The term NLP can be explained in the following manner: Neuro (an emotional component- how our state of mind affects the body), linguistics (language- our state of mind is revealed by verbal and non-verbal communication), Program (perception) it tells us how language is represented in the brain. NLP detects the hurdles and fears of the language learner and eliminates them. NLP involves various strategies, it relates thoughts, emotions, and behavioral patterns of students. We need both intra and interpersonal skills to lead a successful life, which means, NLP focuses not only on how you communicate with others but also on how you communicate with yourself. It is a much-needed skill, it can change your thought process, help analyze past events, and understand your approach to life. Neuro-Linguistic Programming was developed in the 1970s by John Grinder, a linguist, and Richard Bandler, scientist and mathematician. In their first book on NLP, *Structure of Magic: A book about Language of Therapy*, certain aspects were highlighted, how some communicators do well compared to others. The biggest question was what made the therapists such as Virginia Satir, Robert Dilts, and Milton Erickson so special, what exactly is the difference between an average and exceptional learning behavior. NLP is a powerful full and effective method to quickly obtain an understanding of the motives and motivations of our actions.

Brain stores information in brain cells, it is like a network and this network controls our movement, internal and external sensations. For example, speech, sight, sound, feel, etc. The brain processes the information parallelly, every time the brain tries to access the information, the network may get strong or weak. New networks or connections are formed when a specific skill or language is learned. We cannot guarantee that the raw material or basic knowledge of the language is stored in a certain cell of the brain, the information that comes together when we understand or say a word arrives from many cells of the brain. For example: when we say the word 'apple', our brain recalls the pre-stored information about the apple, how does it look? how does it taste? How does it smell? BY this, we can say, that activities like listening, speaking, reading and writing need the involvement of the information in the brain cells.

The four pillars of NLP

The techniques and strategies of NLP empower the teaching-learning process by making it effective and goal-oriented. By using suitable approaches and techniques of NLP, the English language teachers could work on language acquisition, self-esteem, self-confidence, body language, therapy, personality development, etc. This kind of environment is considered to be motivating and helpful to overcome any issues or problems faced by students in learning the target language. NLP helps in assessing the multi-dimensional process of the human mind, it studies the cognitive and mental ability of humans. The interaction between the body and mind of the students is closely monitored by the teacher, consistent patterns are identified, gaps are filled and specific goals are achieved. This approach will give an insight into the learner's mind and thought process by analyzing the kind of language used by students. It aims to achieve the desired result by altering the thought process and action of the learner. According to Gracia and Tamayo, Language learners can use NLP as a psychotherapeutic technique to improve the performance of students and take a step towards achievement. It is necessary to understand that psychological factors play a prominent role in building confidence, dealing with anxiety and hesitation, etc. They also leave a strong impact on attitude, aptitude, personality, and language learning.

Four pillars of NLP:

1. Outcome orientation
2. Sensory acuity
3. Behavior flexibility

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4. Rapport

Outcome orientation: Outcome orientation is an outcome-oriented discipline, and defining the outcome is imperative. This might sound hare-brained; eighty percent of the students do not have clarity about their goals. Often students fail to understand what it is that they truly desire in life and therefore they drift from one thing to another. It is natural to be drawn towards negativity, having doubts, or second thoughts about the targets. Outcome orientation sets the direction for the students by making them choose a positive path, a crystal-clear outcome will lead the students in the strategically designed plan.

Sensory acuity: In this, we use our senses to understand and have awareness of the path we are walking on to get the desired outcome. Having the knowledge of what works for you is not enough, one must also have an ability to analyze and distinguish between what works and what does not. Many a time, students are seen repeating the procedure, this pillar tells them to identify the mistakes and change the strategy. Students must learn to register the minute details around them. Some students are always alert and observant and some are careless by choice. This pillar reduces the gap between students and /her goal hence, it is considered an extremely important pillar in NLP. This helps students to communicate effectively, work on soft skills, non-verbal communication, etc.

The practice of NLP can be strengthened by the Representational systems. The representational systems are referred to as VAKOG (V- visual, A-auditory, K- kinesthetic, O-olfactory, G-gustatory)

Behavior flexibility: Flexibility can be defined as thinking of multiple ways to complete a certain task and being confident with the success rate. One must understand the concept of trying alternatives and switching the approaches to complete a task. Students must learn to adapt themselves to any situation, keeping all the options open will increase the chances of success.

Rapport: This is something that helps learners understand each other's feelings or ideas and communicate comfortably. It is a skill that is inbuilt and happens naturally but, it needs to be enhanced once in a while. It shapes relationships with mutual trust and responsiveness, it maximizes the similarities and minimizes the differences between individuals. Students must have the capability to get along, agree with patterns, accept disagreements and build a good rapport with fellow students.

NLP in the classroom

NLP is considered an effective tool to enhance the student's education, professional life, and personal life. NLP can be applied as a supplementary technique to improve effectiveness in the teaching-learning process. As teachers, the main agenda in the process must be to change the behavior of students towards language learning. The techniques of NLP help students overcome significant blocks that might otherwise hold them back. It won't be wrong to state that NLP also plays a vital role in inculcating life skills, empowering students, therapy, psychoanalysis, influence skills, helping fight depression and addiction, etc. The techniques mentioned are not so popular among practitioners but, the results are outstanding. These techniques mentioned below were applied and tested in the English language classroom and the results were recorded meticulously.

1. State Interrupt

For a better understanding of this technique, one must know what exactly state means, a state here is like a loop, where students are stuck in a pattern of behavior. This technique reinforces the pattern and encourages the person to go deeper into the state, identifying the problem and compelling them to re-live, re-think and re-experience the situation. In this way, pattern interrupt breaks the connection and helps to stop runaway state, resolve conflicts, de-escalate tension.

2. Spinning Feelings

This technique recognizes that feelings do not just stop and go dormant, they must on. Humans are

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emotional beings and if we recognize the point where we feel something, we can change it. Feeling a certain emotion in our body will help us use our imagination to move it or push it away and change it in any number of ways. Students often outside their awareness do the activity of generating frustration, anger, happiness, etc. The more they repeat it the better their body becomes at concentrating and maintaining the feelings.

3. Collapsing Anchor

Collapsing anchoring falls under the category of Anchoring. In anchoring two feelings or emotions are linked together neurologically. By practicing collapsing anchoring, Issues can be dealt with; problems can be solved or it can trigger good feelings when they meet. Let's just say, students in an English language classroom face two opposite emotions like fear and joy. The body experiences the two at the same time, it forces the student's mind to recognize itself, to a positive state. This is called collapsing anchoring.

4. Timelines

It is a powerful technique to let go of emotional pain without any drama, it is like replacing our old story or trauma with a new one or relief respectively for a successful full, and happy life. We regret our past actions or how we reacted to certain situations and promise ourselves not to repeat them in the future. This technique works efficiently, releases past negative experiences, and changes an inappropriate program. It is observed that students let negative emotions weigh on their minds.

5. Mind Reading pattern

In this pattern, our mind plays a prominent role. Mind reading is when you assume that you know what another person thinks or feels in a given situation. It is like our mind picks up the hints dropped by a person, via body language, facial expressions, etc. We can say this as jumping to conclusions and judging others. It is best to stick to reality, verified emotions, and assured experiences rather than accumulating hints.

6. Swish

This technique works on an individual's senses, it changes how a person thinks, feels, and acts. Students are made to imagine a positive, bright, and happy situation further they are asked to choose an emotion or thing they would like to replace. Playing with positive and negative feelings and prioritizing by segregating what a person wants and what must be deleted is the style of this technique. In an English classroom, students are asked to imagine the negative feeling as big as possible and let the positive feeling fade away by shrinking it, making it dull and dim. This process is repeated three to four times and finally, students are asked to bring in the positive feeling at once as a big bright image leaving no place for negative feeling in mind. i.e., Reprogramming one's mind from unwanted behavior to the desired behavior.

7. Dissociative

The dissociative technique sets free all the overwhelming emotions. Students must identify an emotion they want to get rid of and feel it float off their bodies. In other words, we can call this one of the many elements of meditation, breathing in and breathing out makes our tensions go away and helps us focus on important things.

8. Calibration

The calibration technique works best for those who know good body language knowledge and possess analytical skills. It helps students notice the obvious and get an insight into another person's mind. Acquiring this skill makes students well-equipped to face any questions or tasks under any circumstances, this helps not only in answering the questions but also in preparing the appropriate questions. This enables a person to see better, listen better, understand better by paying attention and monitoring the body language of others.

III. Data and Findings- Result

NLP techniques fetch desired results when applied properly in a classroom. The issues faced by

students are not known to the teachers, students never reveal them. Despite repeated failures, students barely try to improve themselves. But the careful application of various NLP techniques in the classroom shows a drastic improvement in the attitudes of students. The charts below show the details of some techniques applied in the classroom and the outcome of these techniques.

1. The very first activity in any class, for the students is an introductory session. Students are asked to introduce themselves, talk about their likes, dislikes, hobbies, fears, strengths, and weaknesses. And, this is where seventy-five percent of the students fail to introduce themselves, they don't even come forward to do it. Swish technique helps in these situations. Students are made to focus on all the negative things stopping them again and again till they get the positive image bright and clear by leaving no space for any fears, anxieties, etc.

As shown below, the data is collected in the first-year English language lab of 60 students.


First Year studnets
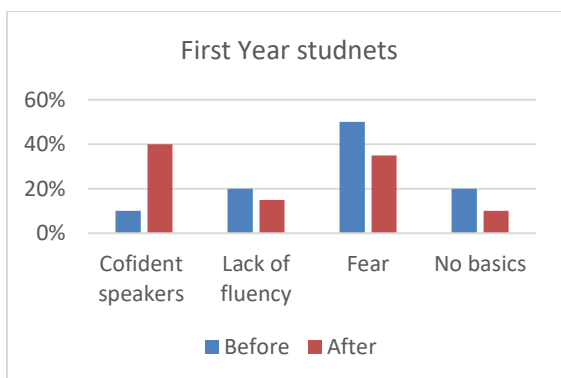
2. A class of sixty are given various assignments which cover all the four skills (listening, speaking, reading, writing), at the beginning of the semester. State interrupt pattern was applied for two months and the results were positive.

LSRW Skills- Second Year students
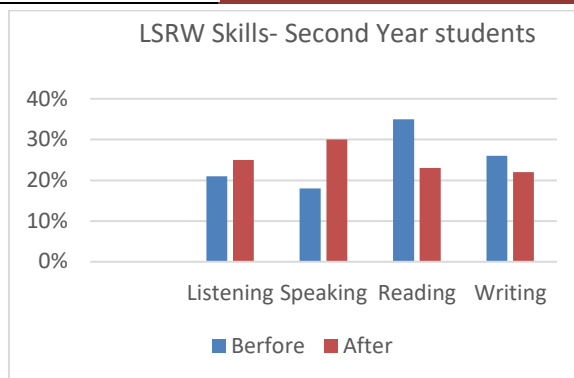
Simultaneously, the below-mentioned problems can be monitored.


Second Year students
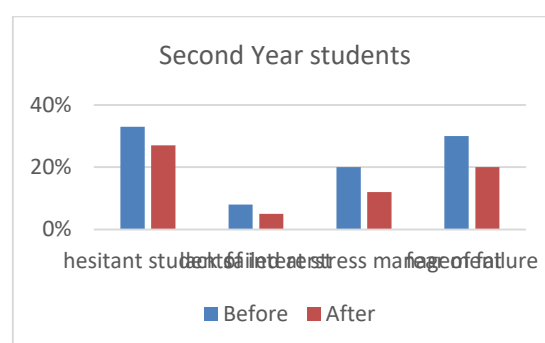
3. Book review in an activity that focuses on two skills at a time, reading and speaking. Third-year students are assigned books well in advance and at the end of the semester, students give reviews of the books. Students were asked to give a review of any book, any short story, or the review of any article they have read in the past. This will help teachers to assess their skills and note the improvement later. Collapsing anchor technique is applied and the result is can be seen below.

Book Review- Third Year students
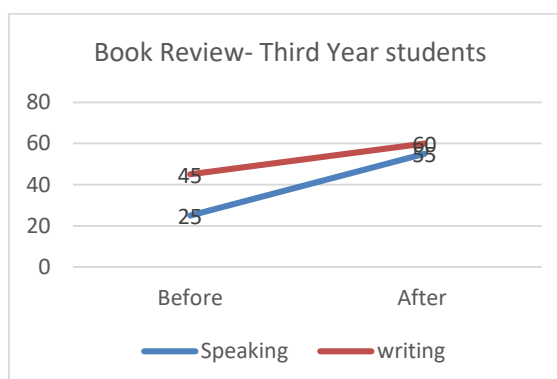
4. This activity builds confidence in the speakers, which they need as they will be

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steeping out of college and they need life skills to survive. The feeling of anxiety, stage fright must be taken care of, the technique of dissociation is applied to a class of sixty students from the fourth year.

Public Speaking- Fourth Year students
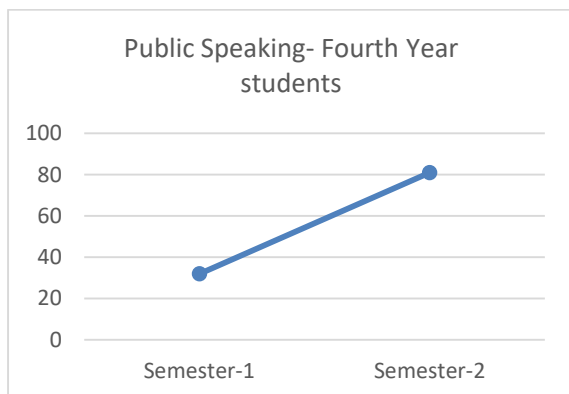
Challenges

The biggest challenge faced by teachers in English language classrooms is not being able to decide the suitable method and appropriate approach to teach. As mentioned earlier, students have different attitudes and come from different backgrounds. So, for a teacher to be effective it is important to get updated with the latest technology and techniques of NLP and inculcate them into the pedagogy. By using the technology, the importance of teachers will be reduced is a common misconception rather it makes teaching more efficient and effective. The linguists have come up with so many techniques but only a few techniques can be practiced in the classroom. NLP techniques are learner-centered rather than teacher-centered.

Some challenges that teachers might face are listed below:

1. Reluctance of students
2. No knowledge about the application of the technique.
3. Difficult in managing the time.
4. Shift from traditional teaching to new could be difficult
5. Infrastructure
6. Enduring attention may not be possible.

7. NLP techniques are time-consuming and may seem redundant to the students.
8. Teachers have to take care of personality clashes in the classroom.
9. Cultural diversity
10. The process of selecting, evaluating, assessing, and recording progress is a tedious process.

Students might face the following challenges:

1. Students see the teachers as a threat, who will expose their limitations.
2. Fear of being judged by their classmates.
3. Unable to balance the workload and cope with the changes in the classroom.
4. Students might get bored, left unmotivated, and find the process unproductive.
5. No clarity on the technique being used and the outcome.
6. Focusing on one or two skills at a time makes few students lose interest in the activity.

NLP techniques are game-changers they work on the limitations of the students with the help of various NLP techniques is a real challenge to the teachers. The implications of NLP on teachers and students are almost the same, these techniques work only when both teacher and student take equal responsibility.

IV. Conclusion

NLP plays a significant role in the life of students; it teaches them to build themselves strong enough to face take up any challenge. Without a doubt, these techniques help students with the target language but they also gain confidence, self-resilience, which works on self-esteem. These will bring a tremendous change in their attitudes towards life, they turn out to be psychologically strong which is exactly how NLP works. This paper deals with various techniques of NLP and what

happens when these techniques are practiced in an English language classroom. Language acquisition becomes easy when these techniques are applied.

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