

## **NLP AS AN EFFICIENT METHOD OF TEACHING ENGLISH: AN EXPERIMENTAL STUDY**

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### **Abstract**

*The paper is to highlight the efficacy of Neuro-Linguistic Programming (NLP), as a language teaching approach, in the secondary education. NLP is a collection of techniques and strategies that offer choices to learners and help them achieve their goals. NLP contributes to better teaching and learning environment and therefore, it is compared with conventional mode of teaching to test its effectiveness. The results affirm that NLP strengthens the learning environment, increases the participation of learners in class, and helps them enhance their language skills.*

**Key words:** English Language Teaching, secondary education, Neuro-Linguistic Programming (NLP), NLP presuppositions and techniques.

In the global village, the English language occupies an indomitable position, and the knowledge of it has become mandatory. In India, English is taught as a second language and the learners' proficiency in English is expected right from school level. The learners, especially in the rural areas, remain unaware of the importance of the English language, and fail to concentrate on developing their English skills right from school. As a result, they lack proficiency in the language and it remains a major obstacle in reaching their goal. The paper

focuses on suggesting remedies to improve the English language skills of the secondary learners by introducing Neuro-Linguistic Programming (NLP). It is part of the research work carried out by the researcher on NLP with students pursuing their secondary education in select schools at Vridhachalam in Cuddalore district, Tamil Nadu.

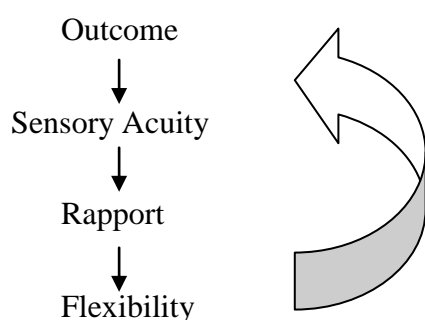
NLP as a concept was designed in the mid-1970s by John Grinder, a psychologist, and Richard Bandler, a student of Linguistics. They were interested in identifying how people influence each other, and how the behaviours of highly effective people could be duplicated. They initially developed it as a collection of techniques which therapists could use to elicit proper responses from their clients, to bring about their personal change. NLP was centered on its key principles - outcome, rapport, sensory acuity, and flexibility and its applicability to teaching, enabled it to become popular in education, and language teaching in particular.

NLP can be defined as a “collection of techniques, patterns and strategies for assisting effective communication, personal growth and change, and learning. It is based on a series of underlying assumptions about how the mind works and how people act and interact” (Revell and Norman 14).

NLP is different from other approaches and has its techniques and strategies that are extremely powerful. It encourages change in the classroom right from its set-up to the way classes are handled. NLP gives importance to the emotional needs of the learners. It is based on the principle that, “simply changing the internal dialogue, from criticism and negativity to kind words spoken in a gentle, accepting tone, can make a profound difference to people’s self perception, self confidence, and hence their ability to act effectively and successfully” (Byram and Hu 505).

NLP insists on information overload. As Revell and Norman have pointed out, NLP classroom is a sensory-rich learning environment full of things students will take in both consciously and non-consciously. It is filled with visual material which is both beautiful and informative (96). Therefore, in NLP classes, there is an adequate exposure to the English language, paving the way for implicit linguistic knowledge.


The key principles of NLP, namely outcome, sensory acuity, rapport, and flexibility, play a major role in enabling learners to achieve their expected outcome. The teaching methodology followed in NLP insists that the learners should know the objectives, be familiar with how others learn, maximize similarities with other learners, and respond flexibly to achieve the outcome.



NLP believes that students have a preferred sense for taking in information which is predominantly visual, auditory, and kinesthetic. Therefore, it insists on multi-sensory teaching, using as many channels as possible. It also has its presuppositions that guide in the application of it. “It is a humanistic philosophy and a set of beliefs and suggestions based on popular psychology, designed to convince people that they have power to control their own and people’s life for the better” (Richards and Rodgers 130).

In the lecture method teachers play an active role whereas students pay conscious attention to teachers, and non-consciously notice to themselves, and the happenings around them. It appeals to learners but not all of them. NLP caters to the needs of all the learners.

In order to highlight the merits of NLP, a study was conducted. The study covered 500 students pursuing their secondary education in schools at Vridhachalam, in Cuddalore district, Tamil Nadu, India. Here is a sample of the experiment conducted in schools for the eighth standard students. The entire first term syllabus was taught using NLP for three months from July to September, 2018. Various teaching aids were used namely, activities, images, charts, flash cards, and bulletin board along with PPT’s and videos to cater to the needs of learners with different learning styles. For example, teaching of tenses is presented.



TENSES			
TIME	PAST	PRESENT	FUTURE
Simple	Simple Past	Simple Present	Simple Future
	Verb+ed	Verb+s	Will+Verb
	watched	watches	will watch

**Fig. 1.** Teaching through bulletin board

When NLP was implemented, the learners became active in the classes. There was a shift from the teacher-centred classroom to a learner-centred one. The learners enjoyed learning collaboratively with their peers. It helped every learner in the class to enrich their English language skills. It also motivated them to perform better in class.

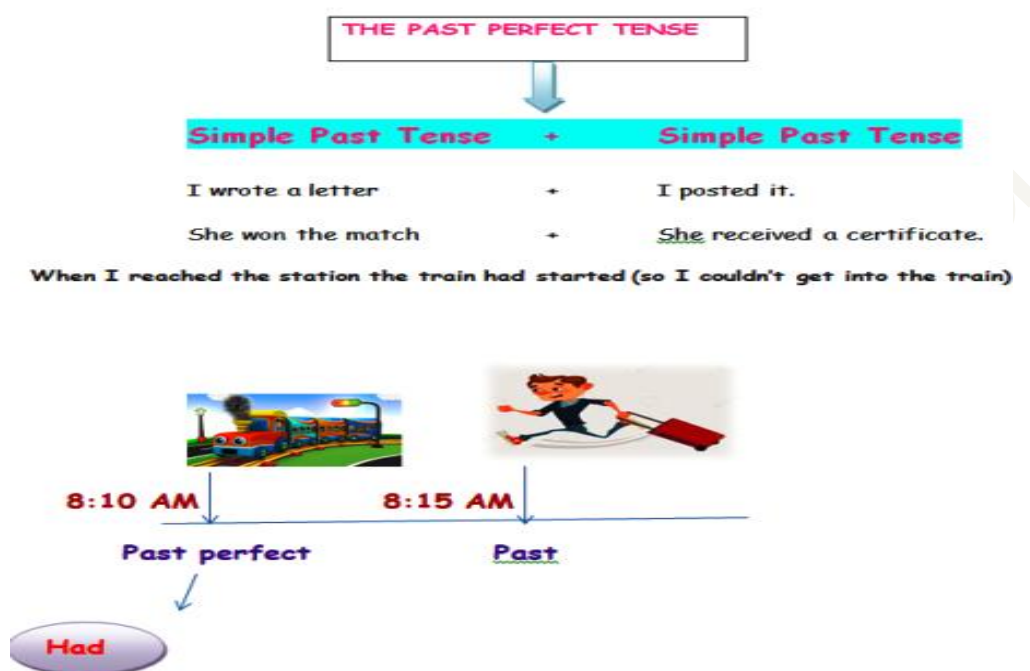


Fig. 2. Teaching through images

**ACTIVITY**

Fill in the blanks with **had / -**

Molly had wanted a guitar, but she - received a book.  
i.e.) Molly had wanted a guitar, but she received a book.

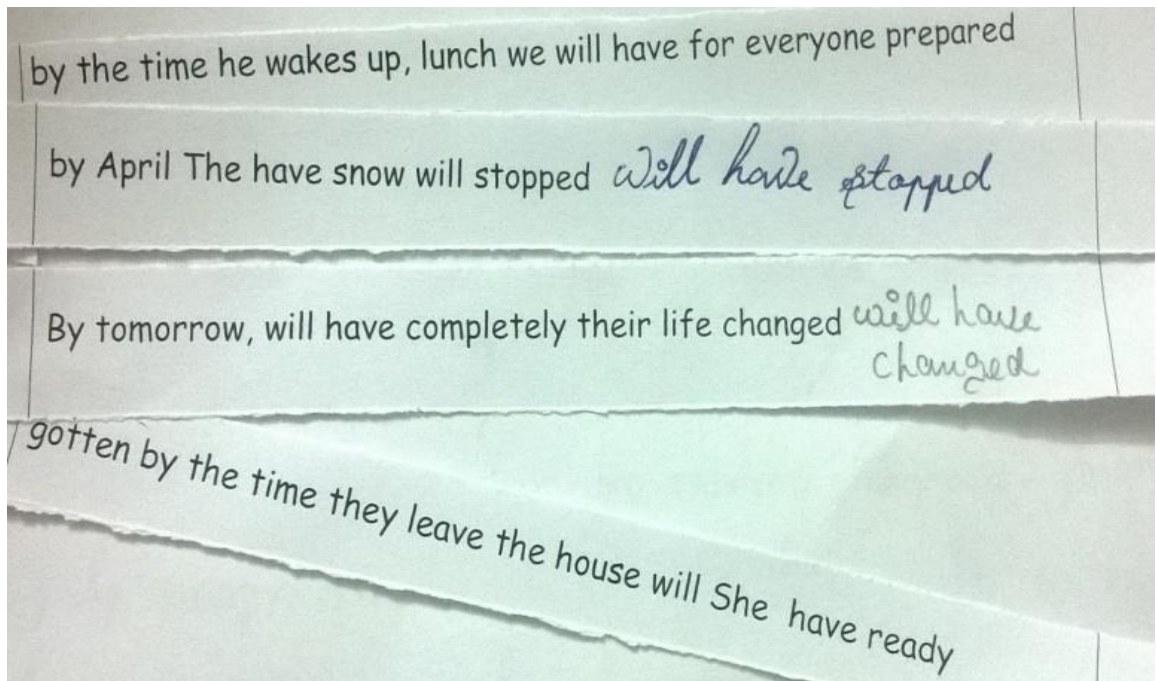
He - stayed up all night because he had received a lot of homework.  
i.e.) He stayed up all night because he had received a lot of homework.

I \_\_\_\_\_ lost so much weight because I \_\_\_\_\_ begun exercising.

I \_\_\_\_\_ met him before you \_\_\_\_\_ introduced us.

They were in shock because they \_\_\_\_\_ never thought about it before.

Fig. 3. Teaching through activity



**Fig. 4.** Teaching through flash cards (Rearrange in order)



**Ex: Future Simple: will + base form of the verb**

**Fig. 5.** Teaching through charts (Fill in the blanks)

NLP, unlike the conventional mode of teaching, reaped positive responses from the learners. The learners played an active role in classes when different modes of teaching were implemented. The learners found learning in groups more comfortable. It enabled the learners to become familiar with their 'representational systems' and other effective learning strategies. Some of the major findings are listed below. Learners found that

- i) NLP helped them to understand tenses better
- ii) It enabled them to retain the information they studied
- iii) It assisted them to learn better in groups
- iv) It helped them to learn the functional language
- v) It made acquiring English language easier and enjoyable

To implement NLP in the English language classes, teachers can prepare instructional material, as the class progresses, having in mind the 'representational systems' of the learners. NLP's techniques and learning strategies can be used to teach effectively. The greatest advantage is that NLP is applicable to any teaching-learning environment and can be applied to the teaching of all aspects of language.

Neuro-Linguistic Programming is more effective than conventional mode of teaching. NLP is a suitable approach to teach the present generation learners who learn well by doing, visually, and collaboratively. It enables the learners to learn English easily and effectively.

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