

Enhancing Communication Skills In English Through Neuro Linguistic Programming: A Study

Dr.R.Ramesh, Anupama Jose, Subi M.S

Abstract

Neuro-Linguistic Programming (NLP) is an interpersonal communication system, developed by John Grinder, an associate professor of linguistics, and Richard Bandler, a mathematician and a graduate student of psychology, in the early 1970s as a new method to language teaching. It is a collection of strategies, techniques, and patterns which are used for effective communication, growth, and personal change. The originators of NLP studied different patterns of beliefs and subjective experiences of the people with excellent behaviour (Revell & Norman, 1997) in order to discover the structures of excellence. As they believe that all behaviours have some structures, and by discovering the excellent patterns and modelling them, it is possible to repeat the same patterns and gain the same favourable results.

Keywords: Neuro-Linguistic Programming (NLP), Second Language Acquisition (SLA), English Language Teaching (ELT)

Introduction

Grinder and Bandler claim that neurological processes (N), language (L), and behavioural patterns learned through experience (P) are interconnected, and human beings can alter them and it is possible to change them to reach the desired goals in life. As a matter of fact, neuro-linguistic programming consists of certain techniques for communication and personal development. Generally speaking, it is based on some notions about the structure of the mind, the way it works, and the way individuals act and interact. Based on neuro-linguistic programming, human being should be taken into account as a whole mind-body interpersonal communication system with consistent, patterned connections between three main areas: Neuro (neurological processes), Linguistic (language), and Programming (behavioural strategies). 'Neuro' reflects the neurological processes (or how the body and mind interact). In other words, it relates to the way you use senses to understand things and happenings around. The second element which is

'Linguistics' is the matter of thought patterns and the language which is applied for interpersonal communication. In other words, NLP accounts for the neurological processes through which we experience and process information by our senses (auditory, visual, olfactory, kinaesthetic, and gustatory). The other element, 'Programming', is the way we nurture the mind through interpreting the patterns of an individual's behaviour and language use in order to reach the desired results. In other words, it is related to the ability to organize thoughts and ideas. The pragmatic approach of neurolinguistic programming uncovers important elements regarding the learners' mind and thought process by evaluating the kind of language used by them in order to change thoughts and actions and reach the educational goals. Bandler (1985) claims that the experiences are sent, processed, and stored to the brain for which each person has a physical location. One of the main skills of NLP is recognizing the way people think, as there is a belief that each person has a preferred sense of taking in information that should be discovered in order to help learners maximize their learning (Alamdar & Karbalaei, 2015). As NLP is taken into account the learning styles of students, so teachers should be aware of all linguistic, physical, cognitive, and behavioural structures of the students which are demonstrated in information processing and learning through the aforementioned senses. In this sense, as Miller (1981) declares, teachers should stay tuned within the same channel of communication (visual, auditory, or kinaesthetic) in order to establish more effective communication with the learners. Another aspect of NLP is the special focus on brilliance and quality. Neuro-linguistic programming studies brilliance and quality. In other words, it studies the way successful and outstanding individuals and organizations reach their ideal goals. According to Siddiqui (2018), teachers can apply different techniques of NLP in order to analyze the kind of language used by students and take into account the thought process of them. This knowledge helps them to become capable of changing thoughts and behaviors in a way that leads to desirable outcomes. According to the Bandler and Grinder's point of view, NLP is 'the psychology of excellence' or 'the art and the science of excellence'. They have started their studies based on the predisposition that some people do affairs in an excellent way while others don't. So, they started to find out what makes 'outstanding performers' outstanding, as they believe that all the individuals can become outstanding performers just by doing the same directions, irrespective of

their past or present (Lady, 2007). Joanne Walter and Ardeshir Bayat call it “a process that can be applied to model excellence in any field” (Walter, Bayat, 2003). As a matter of fact, the key driving force of NLP pioneers was discovering the mystery of excellence. The proponents of neuro-linguistic programming do claim that excellence is not a natural talent and it is learnable (Walter and Bayat, 2003). They also assert that excellence is not rare and anybody can be equipped with this crucial property. The only thing which is required is that individuals free themselves from any limitations and take into account various choices. NLP is also considered as a supplementary tool applied in the field of second or foreign language instruction in order to assist learners to become excellent performers. There is a belief that by understanding the process of HOW and REPEATING the same process the same result will be acquired, otherwise, we can CHANGE the whole process or part of it in order to reach another different result. While altering the process is regarded as behavioural change, repeating the process of doing something is called modelling. The idea of modelling is applicable in any aspect of life including educational settings. Revell and Norman (1997) introduce 13 important rules which should be a part of the teachers’ belief system and shape the instruction procedure: 1. Mind and body act as components of the same system which are interconnected and affect each other. 2. All human beings have special maps of the world and these maps are not the territory. 3. Failure doesn’t exist, only feedback. There is no such thing as failure and there is always another chance to become successful. 4. When we do believe that something is true, the map becomes the territory. So it is either true or it becomes true. 5. You should know exactly what do you want. This view will help you to get it. 6. Any resource which is needed for our goals exists inside us. 7. Communication has verbal and also nonverbal forms and it is not just limited to one of them. 8. The unconscious mind is superior and kind. 9. Communication has conscious and nonconscious forms. 10. All behaviours have a positive intention behind them. 11. The meaning of communication is manifested by the response we get. 12. We should model each excellent behaviour in order to reach excellence. 13. Flexibility is a crucial element of any system

Background Research

According to Alamdar and Karbalaee (2015), NLP is a useful tool for increasing the self-esteem of English language learners. In

the study, they have selected four classes and used old methods of language teaching for the control group and NLP strategies and also old methods for the experimental group. The results of the study indicate that NLP is a beneficial tool to increase learners' self-esteem. As they explain, speaking is the most challenging skill among four skills of English learning and it needs a great deal of self-esteem and motivation. Neuro-linguistic programming provides some effective learning strategies and changes the limiting beliefs of the learners from "I cannot learn English" to "I can learn English". The researchers of this study have selected some stories to connect culture and language. Life lessons are used to build self-esteem and summary activities are also applied after reading or listening to the selected stories. Visualization is another strategy of NLP, as there is a belief that when learners know what exactly they want, they will achieve it. So they are required to write down their objectives and follow the motion pictures. They should also create some mental images through visualization for better retention and recall of information. In a study carried out by Farahani (2018), the effect of neuro-linguistic programming on reading comprehension of English ESP students has been investigated. The researcher has selected two intact groups with 30 participants in each as an experimental and control group and has implemented NLP strategies for the reading skill of the experimental class. The results of the post -test which is drawn by ANCOVA clearly show that the implemented techniques have been successful for the intended purpose. Ten passages are taken from a reference book with the title "Reading Science and Medicine in English" as the materials of the study. In one session, all eight selected techniques of NLP are explained for the experimental group. The researcher has also clarified how to set objectives, what learning styles do exist, how to use senses in order to learn another language, and the effect of human emotions in language learning. After recognizing the specific learning style, the students are asked to read the passages using their own style. As an example, auditory learners read the passages aloud for themselves or listen to audio materials, or have some background music while reading the passage. Instead, kinaesthetic learners have some hand movements or try to write the information. This category is allowed to walk for a while if it helps to feel better or try role-play activities related to the content of the text. By informing the learners of their own sensory learning styles and also teaching reading NLP techniques related to the specified styles, the researcher finally

concluded that NLP strategies have a significant effect on ESP students' reading comprehension and this finding can be applied by English teachers in order to improve this essential skill of the learners. Pourbahreini (2015) has investigated the effect of neuro-linguistic programming on grammatical knowledge of EFL students. In her study, passive sentences are concentrated and 60 students are selected to examine the research question. After administering different tests and homogenizing the participants, the intervention program which is teaching through NLP activities is applied. Strategies of NLP which are used for this purpose are anchoring, VAK or visual-auditory-kinesthetic, role-play, and so on. Visual learners are taught in an entertaining fashion, and they work on passive and active voices in pairs. The results show a great deal of difference between the pretest and post-test of the experimental group. Therefore, the researcher has concluded that NLP can be a useful strategy for teachers and learners who work on the grammatical accuracy of the English language.

ELT Scene in India

Officially English has a status of assistant language, but in fact it is the most important language of India. After Hindi it is the most commonly spoken language in India and probably the most read and written language in India. Indians who know English will always try to show that they know English. English symbolizes in Indians minds, better education, better culture and higher intellect. English also serves as the communicator among Indians who speak different languages. English is very important in some systems – legal, financial, educational, business – in India. Until the beginning of 1990s, foreign movies in India weren't translated or dubbed in Indian languages, but were broadcast in English and were meant for English speakers only. The reason Indians give such importance to English is related to the fact that India was a British colony.

Teaching English as a tool for communicating the story of Jesus has a long history. Missionaries have vehemently differed from one another about its usefulness as a tool for this purpose. Even as English contains excellent Christian literature, it also is home for secular literature. Secular Humanism found its way in many lands through the learning of English language and literature. Its "ennobling" characteristic as a tool and purveyor of culture, the scientific knowledge it opens up for those who learn it, the ease with which one could transact business using it, all have more or

less overshadowed the deep Christian foundation upon which the language, literature and culture is built.

English is the state language of two states in Eastern India, Meghalaya and Nagaland. It is the main medium of instruction at the post graduate level, and it is taught as a second language at every stage of education in all states of India.

In India, as in other linguistically and culturally pluralistic societies, the position of English is determined by various political, cultural and social considerations (Kachru, 1986b p.15: 11-30) sees primarily three questions which continue to be discussed. The first question concerns the position of English in early and in higher education. The second question is concerned with the roles of the regional language Hindi and English. The third question deals with the model of English presented to Indian learners, and how that presentation can be made uniformly and effectively. The government of India has primarily been concerned with the first two questions, which are directly related to language planning at both the national and state levels. There are, as yet, no acceptable answers to any of those questions (Kachru, 1986b p. 15:11-30.) The three-language formula was developed for the educational load to be fairer, to promote national integration, and, to provide wider language choice in the school curriculum (Srivastava, 1990 p.37-53) according to the formula; people from non-Hindi areas study their regional language Hindi and English and another language. Although the formula sounds fine in theory, practically it has proved to be a failure in India as a whole, since it has not been followed in practice. Hindi states didn't enforce the curriculum, and the anti-Hindi DMK government in Madras removed all teaching of Hindi from schools in Tamilnadu. Thus in India, there is a great number of sociolinguistic pressures influencing the development of language education, Spolsky (1978 p. 87-136) has stated that the language policy of the school system is both a result of the pressures and a source of pressure itself. He, too, claims education to be the strongest weapon for enforcing language policy, listening to the following pressures to have an effect on language planning in a society, family, religion, ethnicity, political pressures, cultural pressures, economic pressures, legal pressures (lack of the official language can often become the basis for discrimination), military pressure (desirability to use one common language) (Spolsky, 1978).

Effective learning takes place only when the learner is able to communicate fluently both in writing and speaking and is able

to use English for library purposes. In this context, Mahajiteswar Das holds a different view saying that teaching English as a 'library language' was not beneficial in terms of providing job opportunities because the students who learn to use English only as a 'library language' are less competent than the students who acquire competence in all the four skills of English language. Therefore, according to Mahajiteswar Das, it is necessary to develop all the language skills in order to improve communication skills

Language impairment

Language impairment is diagnosed when a child has delayed or disordered language development for no apparent reason. Usually, the first indication of language impairment is that the child is later than usual in starting to speak and subsequently is delayed in putting words together to form sentences. Spoken language may be immature throughout corresponds to an expressive language impairment. In many children with language impairment, understanding of language, or receptive language, is also impaired, though this may not be obvious unless the child is given a formal assessment. Although difficulties with use and understanding of complex sentences are a common feature of language impairment, the diagnostic criteria encompass a wide range of problems, and for some children other aspects of language are problematic. In general, the term language impairment is reserved for children whose language difficulties persist into school age, and so it would not be applied to toddlers who are late to start talking, most of whom catch up with their peer group after a late start.

This is the most common form of language impairment, in which the child's most obvious problems are a tendency to speak in short, simplified sentences, with omission of some grammatical features, such as past tense -ed. It is common also to see simplified speech production when the child is young. For instance, clusters of consonants may be reduced, so that 'string' is pronounced as 'ting'. Vocabulary is often limited, with a tendency to use 'general all-purpose' terms, rather than more specific words.

Disorder in English language acquisition

English is a language which has great reach and influence; it is taught all over the world under many different circumstances. In English-speaking countries, English language teaching has essentially evolved in two broad directions: instruction for

people who intend to live there and for those who do not. These divisions have grown firmer as the instructors of these two "industries" have used different terminology, followed distinct training qualifications, formed separate professional associations, and so on. Crucially, these two arms have very different funding structures, public in the former and private in the latter, and to some extent this influences the way schools are established and classes are held. Matters are further complicated by the fact that the United States and the United Kingdom, both major engines of the language, describe these categories in different terms: as many British observers have had attributed to them, the saying goes that "England and America are two countries divided by a common language."

A small but consequential portion of children have a language disorder. Disorder in English language acquisition is a speech and language acquisition which refers to problems in communication and in related areas such as oral motor function. The delays and disorders can range from simple sound substitution to the inability to understand or use one's native language

Hypothesis

- (a) Contextualisation can remove the impediments in Second Language Acquisition.
- (b) Neuro Linguistic Programming (NLP) can enhance Second Language Acquisition.
- (c) Neuro Linguistic Programming (NLP) can promote unconscious learning of a language and thereby help in improving Second Language Acquisition (SLA).

Methodological tools

Methodological tools used for this study are, writing activities such as general topic, descriptive of picture, dialogue writing, developing the hints and reading passages etc.

With the aim of developing pronunciation and developing words in their minds, the researcher has decided to use learner-centred activities to train the Under Graduate students of Nanjil Catholic College of Arts and Science. Learner centered approach in the classroom; activity-based classrooms where the teacher is a facilitator. More freedom is given to the students for writing and expression. It has no doubt that the learners will definitely being interested in participating the writing activities as it gives no pain to the learners.

Entry behaviour Test**Methodology**

Grammar	Wrong usage of tense	Wrong usage phrasal verbs	Wrong use of articles and tenses	Improper usage of preposition	Wrong usage of sentence pattern
Language Use	No use of punctuations	Informal language	Wrong usage of degrees of comparison	Meaning is not conveyed properly	Ambiguity
Content	Improper ideas	No link between ideas	Deviation from the topic	Illogical arrangement of words	Improper arrangement of ideas
Accuracy	Use simple words	Phonological errors	Irregular arrangement of ideas	Ambiguity	Totally different usage
Fluency	Lack of expression	Lack of expression	Lack of natural fluency	Obstruction in the flow of language	Lack of natural fluency
Interference of Mother tongue	Non-standard pronunciation	Wrong pronunciation	Wrong pronunciation	Influence of sounds from mother tongue	Use of structures from mother tongue
Knowledge about Stress / Intonation / rhythm	Heard about Stress & Intonation	Wrong usage of stress and intonation	Wrong usage of stress	Heard about stress & intonation but unaware of usage	Heard about stress
Coherence in Sentence	Parallelism	No Coherence between sentence	Repetition of words	Lack of natural flow of ideas	Lack of Coherence
Choice of words	Lack of using apt words	Poor choice of words	Using words that do not fox the context	Lack of using apt words	Improper usage of plurals
Use of Vocabulary	Misuse of words	Spelling Mistakes	Poor Vocabulary	Using expression of mother tongue	Missing Vocabulary

The researcher befriended the U.G students and has conducted various types of activities for testing their English proficiency. The activities were given on the basis of NLP techniques such as mirroring, creating positive states and anchoring, Maintaining Flow, Pacing and Leading, Perceptual Positioning. Each activity contains five tasks. The result of the entry behaviour test gave an idea to the researcher to perform the project well. After analysing the result, the researcher had formed a course prototype and given practise to the students with regular interval.

Area of study

The researcher has selected 20 Under Graduate students of Nanjil Catholic College of Arts and Science, Kaliakkavilai, for conducting present study. This college offers almost twenty Under Graduate Courses under self-financed scheme in various departments. The researcher selected English major students for research.

Significance of the study

In view of the various limitations of the studies reported so far, there is great need for well-designed in detailed studies with persistent attention on the persons who had disorder in second language acquisition. Factors like phonological error, tense error, repeated words, speaking contextual factors and writing contextual factors etc. The researcher has got a better understanding of the phenomenon of disorder in second language acquisition.

Period of the study

This study 'Enhancing communication skills in English through Neuro Linguistic Programming: A Study' was carried out for a period of six months with regular time schedule.

Conclusion

In the contemporary Indian setup, English language is a foreign language so it is considered as a second language and it is more problematic to learn. Neuro Linguistic Programming can effectively be used to enhance communication skills.

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