

Neuro Linguistic Programming (NLP) as a Promising Technique of Communicative English Language Teaching

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DOI: [10.36348/sijll.2022.v05i03.004](https://doi.org/10.36348/sijll.2022.v05i03.004)

| Received: 09.02.2022 | Accepted: 14.03.2022 | Published: 16.03.2022

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Abstract

The present study discusses Neuro Linguistic Programming (NLP) in terms of enhancement of communication skills of the language learners. Communication skills are in high demand because multinational companies require a candidate with good communication skills. So, It is the need of hour for teaching fraternity to improve the communication skills of the language learners by identifying new strategies and techniques. NLP is now gaining momentum in enhancing the communication skills of the learners. NLP is defined as an art of communication and contributes positively in language learning. It is also an important and unavoidable part of the learning process to achieve the needs of the learner. NLP is found to help the students to develop their communication skills with confidence and viewed as contributing tool to the development of human communication and behaviour. Besides, it increases the communication skills of the employees, motivation, success. Many authors also cited that NLP offers the desired result. Hence the present article felt the need of analytical discussion on NLP in terms of the enhancement of communication of the language learners.

Keywords: Neuro Linguistic Programming (NLP), Communicative English Language Teaching, Communication skills.

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INTRODUCTION

Communication in English is a basic required skill for being successful in the world of globalization. English is considered to be the dominating language of the planet due to its high utility value. The world prefers to use English, a fashionable and modern language (Intakhab Alam Khan, 2011). English language has emerged as one of the world most important tool for communication in this digital era (Alan Khan, 2011). In this context, researchers discussed on effective strategies to enhance the communication skills of the students. The teaching fraternity finds highly challenging to meet the expectation of the learners to develop their communication skills. Identification of effective and innovative strategies for enhancing communication skills is highly warranted in this junction. This article mainly discusses the effectiveness of Neuro Linguistic

Programming (NLP) on enhancing communication skills with various analytical reviews.

Neuro Linguistic Programming (NLP)

Neuro Linguistic Programming (NLP) developed at the University of California in Santa Cruz in the 1970s (Jacobson, 1994; McLendon, 1989). Its founders and principal authors were Richard Bandler, a mathematician and a computer scientist and John Grinder, a linguist. The term 'Neuro-Linguistic Programming', coined by Bandler and Grinder, refers to the linkage between a person's internal experience (neuro), their language (linguistic) and their patterns of behaviour (programming) (Tosey, P. & Mathison, J. 2003). So, NLP is basically related to programming our language for effective communication. Neuro Linguistic Programming is also viewed as the study of excellence. This idea is depicted in the definition of Tosey, Mathison and Michelli (2005) who defined NLP

as the art of communication and the study of the structure of subjective experience. One can study the excellence of an individual and follow the same style of communication to achieve excellence achieved by others.

“Neuro” refers to the way human beings experience the world through their senses and translate sensory experiences into thought processes, both conscious and unconscious, which in turn activate the neurological system; “Linguistic” refers to the way we use language to make sense of the world, capture and conceptualize experience and then communicate that experience to others; “Programming” addresses the way people code (mentally represent) their experience and adopt to regular and systematic patterns of response (Hall & Belnap, 1999; Corsetty & Pearson, 2000) as cited in Linder-Pelz & Hall (2007). From the above definition, the term Neuro can be well conceptualized as the way the world experienced by the individual with their sense and translate that sensory experience into thought process that activates the Neurological system. So the external experience of the world lead to thought process based on which our language is processed. Hence communication is also based on the sensory experience of the world and converted into language as the idea is supported by Hall & Belnap (1999), Corsetty & Pearson, (2000) as cited in Linder-Pelz & Hall (2007) who define linguistics as the way language is acquired according to the sensory experience of the world by an individual and then communicated. That communication is getting systematic pattern of response to the sensory experience by coding which is termed as programming. According to Ilyas, (2017), ‘Neuro’ refers the way an individual thinks, ‘linguistics’ means the way people communicate and programming means the influence of communication on behavior.

NLP and Communication skills

Şaman (2006) investigated NLP in English language teaching. The researcher recommended to reduce the anxiety of the language learners and to create a relaxed atmosphere in the classroom for better language learning. The researcher used speaking in the classroom with the help of text books and questionnaire and it was found that the participants learned to use their unconscious mind with the help of stories and other kinds of activities in NLP to enhance their basic skills especially speaking skills.

Abbassy, Dadour, Ibrahim (2018) conducted a study on Using NLP for developing English oral communication skills of ESP learners. The students of experimental group significantly scored higher than the control group, in the post-test concerning over all communication skills. It was understood that the experimental group taught through NLP techniques improved the oral communication skills of the students.

A study conducted by Arjulayana *et al.*, (2018) revealed NLP improved the productive skills of the students in English. Further the researcher stated that NLP found to be a good approach to help students in learning English. Rosemarin (2016) stated that NLP approach has modeling tools to develop strategic thinking among the learners and improve language learning as quoted by Arjulayana *et al.*, (2018). According to Baker and Rinvoluceri (2005) NLP approach involves in developing language skills, thinking strategy, student’s belief, behavior, and competency in accurate communication quoted by Arjulayana, *et al.*, (2018).

A research on Neuro-linguistic Programming as an Instructional Strategy to Enhance Communicative Competence of Language Teachers carried by Yameen Ayesha, Iftikhar Lubna (2014) assured that NLP strategies was found to have a positive correlation with communicative competence of teachers which in turn benefits the learners. Development of interactive skills and improvement in communication strategies along with communication alternatives could redefine the entire learning process and benefit students in the long run.

A study on Issues and Challenges in the College of Architecture, Qassim University towards Accelerated Learning Techniques conducted by Ganiron (2017) revealed that NLP principles can be used by the students to arrive better decisions and to the promotion of communication skills. It was inferred from the result that for effective communication, selection of words is very much important. Body language also plays an important role in non-verbal communication.

Ismuzaroh (2017) done a research on ‘NLP approach based communication strategy for improving the motivation and performance of high school teachers’. It was found that the performance of the teachers through the application of neuro-linguistic programming approach based communication model improved 9.8% in their communication.

Discussion on NLP in communication skill enhancement

NLP is considered to an important and unavoidable part of the learning process to achieve the needs of the learner (Alroudhan, 2018). NLP helps the students to develop their communication skills with confidence (Salami, 2015). NLP is viewed as contributing tool to the development of human communication and behaviour (Harman & O’Neill, 1981). NLP increases the communication skills of the employees, motivation, success (Taspinar, Semerci, Semerci and Guney 2007). NLP also has showed positive result in terms of the intra communication and external communication with others in the workplace (Elashry, 2021). Neuro linguistic programming viewed as

a new approach to learning, individual development and communication (Tosey & Mathison, 2010). NLP helps the language learners and their condition of learning by improving their communication skills with equality among students (Ilyas, 2017). According to Thompson, Courtney and Dickson, (2002) Neuro Linguistic Programming is a technique to improve individual's life and was identified as helping tool to understand oneself and others. It also leads to better communication with oneself and with others for enhancing the relationship among people as cited by Elashry (2021). Maisenbacher (2013) made an investigation on the role of NLP as a tool of communication and found NLP improving the communication quality as cited by Elashry (2021). And also NLP improves the classroom environment and communication skills (Alroudhan, 2018).

Mirroring is one of the technique that can be used in the classroom as the most effective way to strengthen communication (Moore, 2009). NLP is a broad system of communication (Targutay, 2010). Macau (2003) discussed about suggestopedia developed by Lozanor in 1978 which explains the capacity of the right brain. The potentiality of the right brain could be operated by suggestion. NLP too affirms the positivity of the affirmation technique that is equal to suggestion technique used in suggestopedia. NLP integration encourages language learners to communicate in English. Farmer and Stephen (1983) found that verbal and non-verbal inter-personal communication pacing was found to be matching verbal and non-verbal dimensions of communication. These findings favour the effectiveness of NLP in terms of the enhancement of communication skills (Magurie, 1998). NLP modeling technique improved the reading skills of the language learners. Hence it was well understood the multi-facet effectiveness of NLP in language learning. Magurie (1998) recommended the less proficient language learners to model the efficient language learners' strategies for better language learning. Cheal (2008) also supported the concept of modeling by stating that when one person does something, the same thing could be imitated to achieve the same result. Hence modeling the efficient communicator's style of the language learners will promote the communication of the learners.

Each one has a preferred system of learning i.e visual or auditory or kinesthetic. It was found that NLP improved the self-expression of the learners, who could not freely express their complex thoughts, expressed freely when Preferred Representational System (PRS) of the learners was matched. So it was well understood that matching the PRS of the learners with the teaching style, learning becomes successful. So teachers need to have awareness on Preferred Representational System (PRS) to match their teaching style from improving the communication skills of the learners (Winch, 2005). Balancing the emotions was found helpful in enhancing the communication skills of the learners (Churches &

Terry, 2007). Churches and Terry (2007) recorded the feedback from the delegates in a NLP training found that balancing emotions leads to effective communication skills. Neuro Linguistic Programming is potentially helpful to achieve the desired result in communication (Kudliskis & Burden, 2009).

A strong correlation was identified between English Language Teaching (ELT) and NLP. So NLP could develop the communication skills of the language learners (Pishghadam and Khorssopanah, 2011). Raja and Tien (2009) found that the multi-modality tools of Neuro Linguistic Programming facilitates learning. Kudliskis and Burden (2009) stated that NLP increases the performances of Language teachers and learners. NLP improved the performance and the belief of the learners positively in language learning and communication. Finding of the study also confirmed that NLP increased the classroom atmosphere that enhanced communication and the willingness of the students to participate in the language learning activities. Arthur (2012) integrated Neuro Linguistic Programming in teaching to enhance the language learning. Mercedes (2012) considers that NLP is not a method but a humanistic training philosophy because NLP has more psychological principles essential for communication purpose. Riyono (2012) provided NLP techniques to increase the positive self-esteem by which the language learning could be improved.

Mercedes (2012) suggests that unconsciously learning a language develop the fluency and accuracy in English language. The concept of picking up unconscious learning is found in Neuro Linguistic Programming. Revell and Norman (1997) stated the principles of NLP could be applied to the teaching of all aspects of language cited by Zorica (2006). Hence integrating NLP in language teaching will have the possibility of developing the communication skills of the language learners.

CONCLUSION

Neurolinguistic programming, the emerging new field in teaching and learning, exhibits tremendous potential and stresses the importance of communication in all the professions of life. NLP helps through various techniques and strategies to gain excellence in academic performance based on principles and assumptions that affect the outcome of our communication. In teaching-learning environment, effective use of Neuro Linguistic Programming improves the effectiveness of communication and learning process. Pishghadam *et al.*, (2011) has stated that NLP in the classroom gives positive changes by facilitating effective communication in the process of learning. So Teachers are expected to focus on creating a better environment for English language learners as cited by Keezhatta (2019). Integrating NLP in language teaching will improve the communication skills of the learners.

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