

# Neuro Linguistic Programming : An Effective Tool for Teaching of English as a Second Language

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## ABSTRACT

Possessing a strong command of the English language is one of the fundamental requirements. There is English-language access to all of the content, both technical and non-technical. Learners of the English language and teachers of the language encounter a great deal of difficulty in both the learning and teaching of the language. The field of Neuro Linguistic Programming investigates the workings of the brain and how it processes various linguistic capabilities. It is concerned with the way the brain operates, and consequently, how the brain must be taught in order to get the desired results. The learner can develop their abilities like as listening, speaking, reading, and writing with the help of this. This is an effort to concentrate on bettering the process of teaching and learning languages through the utilisation of a novel method known as neuro-linguistic programming.

**Keywords :** English Language, Learning, Neuro Linguistic Programming, Communicate

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## I. INTRODUCTION

When trying to master the English language, a student will inevitably run into a number of challenging obstacles. Many students are unhappy with their experience of learning English because

they view it as a difficult and time-consuming effort to master this language. They are hesitant to communicate with one another and take part in the activities that are being conducted in the classroom. Students who are like this often experience apprehension and drift further and further away from

their studies of English as a second language. Learners of the English language can benefit from a teacher's use of Neuro Linguistic Programming (NLP), which enables the educator to foster an environment conducive to learning. It is important for teachers to concentrate on ways in which students' academic experiences might be simplified, enriched, and made more enjoyable overall. NLP is a useful strategy that may be utilised to help the student comprehend the significance of learning a second language as well as the potential benefits of doing so in the foreseeable future. Students learn the process of communication, decision making, and motivation through the use of NLP, which also inculcates these skills in them.

### **Importance of Learning Language**

Learning another person's language is a step in getting to know them better and developing stronger relationships with them. Language gives us the ability to communicate our thoughts, ideas, and various points of view, all of which eventually contribute to the formation of a culture. The acquisition of a second language is an extremely important skill in the modern world. It is beneficial in establishing a connection with a new set of individuals and learning about their culture as well. The goal of learning a language is to improve one's ability to communicate as well as to forge stronger ties to one's society and culture. Language is not something that can be taught by other people; rather, it is something that should be gained via the various experiences that a learner has. Flora Lewis "Learning a new language means not only learning different words for the same things, but also learning how to think about things in a different way." The language that is spoken the most frequently all around the world is English. It is the vehicle via which one can communicate their thoughts and distribute information. Learning English is so essential due to the fact that it is such a widely spoken language. Learning how to speak and understand the English language provides the learner with the ability to think and operate independently. Therefore,

learning English can help you make better use of technology, increase your understanding of it, simplify the tasks you need to complete, and make your life overall better. Students who take English classes will be more likely to participate in extracurricular activities and to practise outside of the classroom setting. Today, English has evolved to become the language of a wide variety of industries. Employers increasingly value candidates who are able to communicate in more than one language due to the sustained expansion of the economy. A person's personality can unquestionably benefit from being able to speak more than one language.

### **Second Language Acquisition in Classroom**

Learning a new language often seems to be a very difficult and time-consuming endeavour. The ability to construct sentences in a new language involves not only a solid understanding of the words and syntax of that language, but also a thorough working grasp of the vocabulary of that language. All of these things need to be figured out first, after which they need to be merged and stored in the long-term memory. This method is utilised in all forms of education and places an emphasis on the foundational aspects of the process of acquiring a language. It is for this reason that many people believe that English language learning need to be encouraged not just within the classroom but also outside of it through the application of appropriate methods. The students will be able to enhance their English skills and better express themselves in the target language if they make use of a variety of strategies. Educators are making attempts to enable kids to acquire a new language and express themselves in perfect English by establishing possibilities for pupils to be exposed to the English language in order to learn a second language. Primarily, success in gaining a language through exposure occurs when the learner is able to use the language in any location and in any circumstance. It is possible that the learner will not be able to acquire the second language in an effective manner if he or she concentrates primarily

on classroom activities. However, a student has the opportunity to learn the language more outside of the classroom, and as a result, he or she will learn the language in a manner that is more effective. When it comes to learning a language, placing an emphasis on exposure might lead to visible progress. A learner of a language can improve their language skills by increasing the amount of social interaction they have with people who are fluent in the target language. In addition, if there is insufficient exposure to the target language, the learner's worry and dread may have an impact on the language learning process. An expert instructor is able to give students a wide variety of inputs and practical examples of language, such as CDs, films, websites, games, books, and other resources. Activities that one participates in on a day-to-day basis provide opportunities for linguistic immersion in the English language. Learning a foreign language requires a number of factors, the most significant of which are interest and drive. In general, a student's difficulties in mastering the English language can be attributed to a wide range of circumstances, including the teaching technique, the student's lack of interest in the subject, the student's learning environment, the student's absence of a practical approach, and so on. Many people who are learning the language lack the confidence and courage to really speak it, therefore they choose not to. The strategy that a teacher should take towards a student who is interested in picking up a second language is to give the learner feedback that is both corrective and constructive. This will ensure that the learner picks up the language with interest and will keep them motivated to do so. Consequently, teachers are able to build or acquire pedagogies that are not limited to grammar rules and vocabulary. The methodology that is used to teach a second language ought to strive towards a more practical approach that provides more opportunity for communicative reasons.

### **Impact of Psychological Factors on Language Acquisition**

The study of human psychology is an essential component of language acquisition. Learning a language requires both short-term and long-term memory skills simultaneously. The psychological process that underlies the acquisition of linguistic skill and competence cannot be separated. Anxiety, low self-esteem, stress, fear of making mistakes, social phobia, and peer pressure are some examples of the kinds of psychological issues that might hinder language acquisition. Students can benefit from and be motivated by NLP to bring about the needed improvements in their work. Maintaining a positive attitude will assist the learner in remaining focused, which is critical to making progress in language acquisition. A learner's frame of mind can be shifted and an independent thought process developed when a teacher's job today is more like to that of a facilitator than it is to that of a traditional classroom educator. A teacher is, in fact, a facilitator who is expected to notice the distinct variances among their students as well as their unique educational requirements. As a result, it is necessary to have an understanding of the psyche of the student and to locate methods for coping with the worry and tension experienced by the learners. Learners have an altered perception of themselves, which gives them the belief that their abilities can be developed. The 3 Rs can be used to accomplish this. Competence, control, and connectedness are the three pillars that make up connectedness. The learners need to cultivate an attitude of "I can" towards the process of acquiring the language. They need to have the mindset that they can personally keep up and figure out how to learn the language. It is important that students establish a sense of control over their learning as well as their attitude towards both success and failure. The third C emphasises the importance of maintaining connections not just with their instructors but also with their classmates. Learners must, however, establish a personal connection with the language they are studying; doing so will enable them to engage the process of learning more actively.

## **Factors that affect the acquisition of second Language:**

### **Aptitude**

A learner is said to have a certain aptitude for learning a second language if they already possess certain abilities in this regard (Ellis, 1986, p. 293). According to Richards (1985, page 154), aptitude is defined as the innate ability to pick up a new language. A language aptitude is thought to be a combination of various abilities, such as the ability to identify sound patterns in a new language, the ability to recognise the various grammatical functions of words in sentences, and so on. Further to this, he adds that it is believed that language aptitude is a combination of various abilities. Students need to have aptitude, which refers to a collection of certain talents and capabilities that are necessary for learning languages.

### **Attitude**

A way of thinking and approaching the process of learning a language is referred to as one's attitude. It is critical for a learner to have an interest in learning a language since this fosters the development of a mentality that is conducive to studying that language. An individual who approaches the language learning process with a good attitude will undoubtedly study the language with interest, care, and concentration. The level of language competency that an individual learner is able to attain is influenced to some degree by the learner's attitude towards the language being studied. Therefore, students who have a positive mindset and are motivated will be the ones to succeed. In a similar manner, students who have pessimistic outlooks and are unmotivated will not succeed but rather fail (Ellis, 1994). (1994).

### **Age**

When it comes to learning a second language, age is a significant component that plays a role. It is a common misconception that adults can pick up a language more quickly than youngsters can. Oyama (1976) and Asher and Garcia (1969) are just two of the many researchers who have shown that students who begin learning a foreign language when they are children are able to acquire a more native-like accent than those who begin when they are adolescents or adults. These students are also better at the acquisition of grammar (Patkowski, 1980, p. 1990). Language is a way for youngsters to express themselves and comprehend the world around them. In conclusion, it is possible to state that younger ages are optimal for language learning, but adulthood is optimal for the comprehension and application of the rules of grammar and system.

### **Personality**

Personality is a collection of individual characteristics. Personality traits such as cognitive ability are one of the factors that determine how one approaches the process of language acquisition. It is also relevant if the student is an introvert or an extrovert, as well as his perceptions, interests, and other factors. Other variables, such as fear and disinterest, on the other hand, can be considered to be barriers to learning a second language. These can be called positive factors.

### **Motivation**

Learning a second language is also influenced by factors such as motivation. It is the wish that an individual has to engage in some activity. Both intrinsic and external factors might contribute to an individual's level of motivation. The end goal of one who is motivated by their intrinsic drives is to accomplish what they have set out to do. Alternatively, extrinsic motivation is based on the anticipation of incentives such as praise, prizes, or positive comments from others. The learner already

has an underlying desire to study the target language, which is why intrinsic motivation is more helpful in the process of picking up a second language.

### **Learning Styles**

Both learning style and cognitive style are related in some ways. Understanding the fundamentals of grammar could be a learning strategy for certain students. Some people find that participating in a variety of activities, such as role playing, debate, or listening to audios, best facilitates their learning. Reid (1987) classified learning into one of four categories: visual (including looking), auditory (involving listening), kinesthetic (involving movement), or tactile (touching). Learners that are visual take in information by sight. The students pay attention to the manner in which the instructor speaks and attempt to model their own after it. Some students find that taking notes and attempting to organize their ideas in a logical progression helps them better comprehend the target language. There are learners who acquire knowledge through participating in activities. Some students gain knowledge through direct experience.

### **Significance of Study**

This research is important because Neuro Linguistic Programming, also known as NLP, provides insight into the functioning of one's subconscious mind as well as the means by which one may utilize language to communicate their emotions. Individuals learn how to integrate the many NLP approaches so that they can attain the goals they have set for themselves and remain motivated. It is an engaging method of picking up a language. NLP teaches and helps device learning styles according to the needs and requirements of the learners. It also focuses on how a rapport and a connect can be formed between the learner and the teacher to make learning more interesting and easier. NLP teaches and helps device learning styles according to the needs and

requirements of the learners. People can be encouraged to develop their talents and to have a well-developed, positive perspective and perception towards life with the assistance of NLP, which helps to stimulate such development.

### **Basics of Neuro-Linguistic Programming**

The fields of psychology and neurology are relevant to NLP. It is the study of how the brain works and how it is possible to become more skilled for one's own benefit. It is connected to the operation of the so-called "Left Brain Function," as well as the visual, auditory, and kinesthetic learning styles, multidimensional intelligence, and other domains. NLP and the fields that are closely related to it, in particular how it may be used in the classroom and how it has become increasingly important as a means of improving oneself. The goal of neuro-linguistic programming (NLP) is to improve a person's level of choice within their own depiction of the world, with the end goal of increasing that person's level of flexibility. According to Partridge (2003), "NLP may be best conceived of as a theory of psychology concerned with the self-development of human beings." So, this means that "Rather than focusing on the essence of belief, it examines how it operates in society. It does not matter whether a belief is accurate or not; all that matters is whether it is empowering or disempowering.

### **Techniques of NLP**

The application of NLP as a method is gaining more and more attention these days. To enhance a learner's capacity for learning and communication, as well as their own personal growth, it is an essential component. The Neuro-Linguistic Programming (NLP) technique is widely regarded as one of the most powerful methods for improving communication since it facilitates the formation of a constructive mental image. (Moore2009) Several studies have presented evidence that NLP is a highly motivational tool that increases confidence in learners so that they may fulfil their goals of learning the language. This confidence allows them to learn the language more

effectively. The excellence of performance in language teaching and learning is also provided by NLP. This is accomplished by enhancing classroom communication, optimising learners' attitudes and levels of motivation, elevating learners' levels of self-esteem, and supporting learners' personal development. As a result, we can conclude that NLP has the potential to be useful if educators are made aware of the influence their linguistic interactions with students can have (Pishghaden et al.,2011). The combination of Neuro Linguistic Programming and the academic field can produce amazing results.

We can make use of various techniques which includes the following:

1. **Anchoring:** Anchors are links between what we seen, heard, or felt, and emotional state of mind. For certain people, some words or phrases, an incident or an experience in the past will bring memories associated with feelings.
2. Swish Pattern: a technique used to discontinue or at times to alter habits. It can include changing a response to an act and re-anchor.
3. Rapport: Many people think that having a good rapport with others is satisfying. But the ability to build rapport with someone new you come across, could be described as a useful ability.

Match and Mirror: Tools for building rapport include

1. Match and mirror: use of similar posture, gesture , disposition
2. Match by language: use of alike words, phrases, terms, jargons
3. Matching the voice: use of alike intonation, stress, tone, structure of sentence etc.
4. Pace and lead: The moment we can establish the rapport, it is easier to influence people. Having matched your behavior with that of others will help to directly create an impact on other people and way that they would get influenced.

## II. Conclusion

The significance of neuro linguistic programming and the effective application of this technique to the process of language learning is expanding in relevance as time goes on. The use of NLP helps to improve the teaching and learning process as well as the overall quality of the learning environment. NLP enables a learner to become more resourceful and helps pave the path towards better results, both of which are critical factors in achieving success in language learning. NLP takes a more pragmatic approach to the process of acquiring a second language. NLP is, in its most fundamental form, both a successful tool and a step towards creating student-teacher rapport and, more generally, towards promoting an enhanced interactive learning environment. It assists in the development of innovative thoughts, promotes a positive attitude, and motivates the learners to improve their problem-solving abilities. Changing the way learners think about the process of language acquisition can lead to significant improvements in their performance.

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