

Neuro-Linguistic Programming as a Teaching Method to Enhance the Foreign Language Teaching

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Abstract. Foreign language educators employ a variety of techniques and resources to facilitate effective communication with their students. Recent advancements in the field of language instruction, particularly in the realm of Neuro-Linguistic Programming (NLP), have greatly contributed to our understanding of the communicative aspects of foreign language teaching and learning.

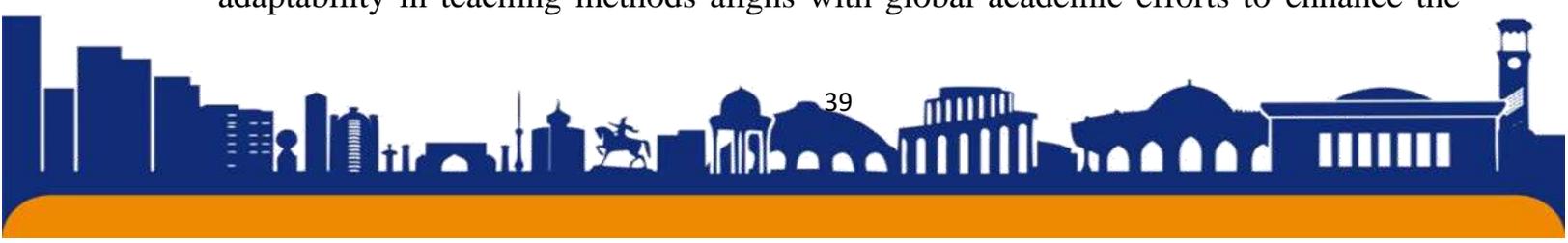
This paper delves into the integration of Neuro-Linguistic Programming (NLP) within the classroom environment to enhance educators' communication skills with their students. The primary focus of this study lies in the utilization of Neuro-Linguistic Programming (NLP) for foreign language acquisition, aiming to identify shortcomings and challenges associated with traditional language learning methods.

The adoption of Neuro-Linguistic Programming (NLP) in Foreign Language (FL) education holds significant promise, as it has demonstrated its effectiveness through the substantial progress witnessed in numerous countries where it has been applied. The paper defines the term Neuro-Linguistic Programming and it deals with its usage as an educational strategy for second language teachers.

Keywords: neuro-linguistic programming, communicative competence, teacher-student interaction, foreign language teaching.

Introduction. In the realm of language instruction, innovative approaches are often a rare find. The landscape of academia has become increasingly competitive due to the introduction of new theoretical frameworks and technological advancements [2]. Consequently, educators face an amplified demand for possessing the requisite expertise and methodologies that are effective in disseminating knowledge and fostering student engagement.

To address these pivotal challenges, teachers must embrace personalized instructional strategies that are designed to the specific demands of the subject matter, the unique interests of their students, and their individual pedagogical beliefs [2]. This adaptability in teaching methods aligns with global academic efforts to enhance the



teaching and learning processes through data-driven insights into how students respond to various instructional approaches.

In the context of language acquisition, effective communication gains paramount importance due to the conveyance of everyday meanings. Consequently, language learners must be equipped with the ability to select communication strategies that not only yield success but also align with their proficiency level [9].

For instance, Helm (1989) and Yero (2002) conducted studies examining the impact of diverse teaching strategies on student engagement. They suggested that language instructors, in particular, should harness "every possible tool" in their teaching experience, with Neuro-Linguistic Programming (NLP) emerging as one of the most potent educational strategies for achieving this goal. Thus, the incorporation of NLP techniques, especially in the context of foreign language instruction, has the potential to usher in transformative improvements in the field of education [1; 12].

NLP and its utilization as an educational strategy for teaching foreign languages.

The term "Neuro-Linguistic Programming" (NLP) was originally coined by Bandler and Grinder back in the 1970s. Since then, NLP has evolved into a methodology dedicated to enhancing communication and learning skills. Their premise was that if individuals could decipher their own successful strategies, they could teach others by replicating these thought processes, experiences, and communications. O'Connor and Seymour (2002) aptly describe NLP as a fusion of art and science, emphasizing personal development and the celebration of individuality [6].

Tosey, Mathison, and Michelli (2005) believe that the field of education has room for growth, particularly in exploring various research methods such as representational style, modeling, and meta-analysis [5]. They assert that these strategies can prove valuable for both students and educators in diverse instructional contexts [11].

Craft (2001) also ventured into the connection between NLP and education. She asserted that NLP offers a valuable toolbox for anyone seeking positive life changes and success. According to her, success hinges on understanding how people communicate, think, and behave.

Teachers who specialize in NLP, such as Sharpley (1985) and Tosey and Mathison (2003), contend that instructors profoundly influence their students' reactions through their language use [8; 10]. Many instructors might unconsciously employ NLP techniques for pedagogical purposes, or they may inadvertently misuse language. Hence, when educators incorporate NLP principles, they tend to become more mindful

of their actions and words in the classroom, fostering a conducive learning environment.

To enhance English instructors' understanding of NLP in the classroom, Millroad (2004) conducted three sessions for 16 educators with at least three years of English teaching experience. His findings suggested that teachers' discourse could be seen as either a tool for empowerment or a source of weakness in students, depending on how NLP strategies were employed [4].

In a separate effort, Legall and Dondon (2006) raised the issue of changing student behaviors and proposed natural language processing as a tool to inspire students and strengthen the teacher-student relationship.

From the NLP perspective, teaching revolves around creating an atmosphere that motivates students to explore their mental models safely. Helm (1989) sees a promising opportunity to enhance students' educational and interpersonal skills through NLP methods. NLP concepts have shown significant effects on language learning, particularly in ESL and foreign language acquisition [7]. Additionally, Tosey and Mathison (2003) put forth NLP tactics as a practical approach to addressing classroom challenges, describing it as "a method to language education that purports to assist attain excellence in learner's performance" [4].

Kudliskis and Burden (2009) suggest that NLP principles can help educators and students manage the stress associated with testing and assessments. They emphasize that NLP offers a means to translate actions and words into valuable insights. The study of both verbal cues and eye movements, which are connected to representational systems, can provide valuable insights into the mental processes of individuals [3].

NLP Techniques used in Foreign Language Classroom.

Various NLP techniques have been identified in the literature, forming the core components of this system. In the upcoming analysis, we will delve into some of these techniques:

1. *Outcome (Goals or Objectives)*: One foundational principle in NLP is the ability to predict outcomes, often synonymous with goals or objectives. This concept highlights the importance of clarity regarding one's goals to enhance the likelihood of achieving them. As Sydney (2019) underscores, knowing the expected results is essential as it provides direction.

2. *Rapport (Building Connection)*: Building rapport, where individuals feel comfortable with each other, often leads to the synchronization of body language and eye contact. This innate ability is evident even in newborns who respond to the voices of those around them. By practicing rapport-building techniques such as mirroring body

language and intonation, anyone can establish rapport with others. It is a foundational skill, as highlighted, particularly in education, where teachers who foster positive relationships with their students are the most effective. This technique, known as "Pacing and Leading" in NLP, involves matching the pace of interaction to establish mutual respect and acceptance before leading or influencing others by altering one's actions and building trust.

3. *Eye Accessing Cues (Visual, Auditory, Emotional Processing)*: Observable cues in eye movements reveal how individuals process information, whether visually, auditorily, or emotionally. These cues, known as "eye accessing cues" in NLP, demonstrate the link between mental processes and physical manifestations. The inseparable connection between the mind and body means that one can discern a person's mental state through physical cues such as breathing patterns, complexion, and posture.

4. *Anchor (Neurological Triggers)*: In NLP, an anchor is described as any representation in the human neurological system that activates another representation. Anchors can range from words like "chocolate" or "song" to various sensory experiences. These triggers evoke specific responses and feelings, offering a sense of security. NLP acknowledges that anchors can operate through all senses, including sight, hearing, touch, smell, and taste.

5. *Modeling (Learning through Observation)*: NLP modeling entails learning through observation, internalization, and the replication of observable language and behavior patterns. Often, experts in a field may inadvertently overlook the underlying mental processes when instructing others in complex tasks. NLP modeling seeks to make these implicit processes explicit to learners. Successful modeling requires active efforts from the learner to reduce preconceptions while closely observing the teacher and engaging in subconscious micro-muscular modeling to faithfully replicate the intended skill.

These NLP techniques encompass a wide array of strategies that can be employed to enhance communication, understanding, and personal development. They offer valuable tools for various fields, including education, psychology, and self-improvement, providing a comprehensive approach to human behavior and interaction.

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