NEURO LINGUISTIC PROGRAMMING (NLP)-GUIDED LANGUAGE AND LEARNER APPROACH

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Background: 3D Animation and Digital Journalism (B.Voc and M.Voc) are skill based under graduation and post-graduation programmes and the first year intermediate students of general English I (23UAN AND 23UDJ) face a serious challenge in their English communication skills (writing, speaking, listening, and reading) which majorly affects and discredits their able, appreciable core skills. This study postulates that NLP techniques can help the students tackle their faulty belief systems that come in their way of approaching or acclimatizing a global language.

Objective: This study examines the influence of NLP on the language learning attitude and aptitude of first year general English undergraduate students of 3D Animation and Digital Journalism.   .

Methods: Over 6 months, from June to December 2023, a before-and-after intervention study was conducted. The study involved 50 students from 1st year Animation and Digital journalism. Their first test performance (CIA 1) before NLP intervention and their second test performance (CIA-2) after NLP intervention were compared. A paired t-test (dependent t-test) compared the means of these 2 related tests and it showed statistically significant difference between the means of these 2 sets of related performance.

Results: The study involving 50 students (60.0% male, 40.0% female), indicated significant enhancements in performance, even to the point of the poor performers in the first CIA topping the class by the end of the semester. If the p-value (0.0000000007872) is less than 0.05, the conclusion is that there is a significant difference between the means of comp1 and comp2. The alternative hypothesis (H1) was accepted, indicating a significant difference in the means of the data sets.

Conclusion: The NLP intervention yielded notable enhancements in students' academic performance, particularly those with very negative belief system at the beginning of the semester. This article also intends to draw the attention of teachers, trainers, mentors, coaches and counsellors to NLP as a self-motivation and communication tool. Every teacher/trainer will be greatly empowered in learning NLP holistically- as a little knowledge is dangerous and detrimental- and use it in language teaching to empower students to attain intrapersonal and interpersonal communication excellence.

Keywords: NLP, Empowerment, awareness, self-awareness and motivation.

1.INTRODUCTION

NLP-guided language and learner approach is the most pertinent approach to the ever existing, persisting second language acquisition problems of teachers and learners. Various approaches to learning the global language, the 'Lingua Franca' of the world, have been there in abundance already with scope for further innovative approaches around the corner. To state a few: emotional intelligence, confidence enhancement, endurance and positive thinking are possible through the mindfulness intervention (Zhou et al., 2022); emotional intelligence and alleviation of stress are possible when emotions, thinking and interactions can be addressed at once through cognitive behavioral therapy (Taharani et al., 2020). Professor Dr. Devaraj rightly states in his preface to the book 'Reading skills and English language acquisition' (2018), by professor Christina Sagayaraj, that every researcher in her quest dwells on a long spectrum of the language from grammar patterns to fluency, from fluency to accuracy and from accuracy to enlightenment. It proves the maxim that success is a journey and not a destination. So in our explorative journey, one approach that can, not only help through these stages logically, ethically, and emotionally, but also help sort emotions, thinking and dialect is NLP with its relevance to interaction, communication, personal development, and psychotherapy. (Kotera et al., 2019).

People's experience is moulded by their social interaction and it has its impact on their communication among themselves and their peers, particularly their non-verbal communication. This is the focus area of NLP (Drigas et al., 2022). The research article helps understand the learners' experience (remedial students and peer group leaders), and the level of satisfaction and success which practicing NLP-guided language skills can offer. As the title suggests and affirms, NLP-guided language approach and learner approach principles can be applied to any language acquisition process and any learner, and 'any learner' should include the good teacher herself who is a life-long learner. NLP helps successfully overcome learning difficulties like dyslexia, attention-deficit/hyperactivity disorder, anxiety disorders, and phobias (Anjomshoa et al., 2020; Drigas et al., 2022). So the level of motivation for knowledge, skill, right attitude, and the conviction and commitment for its consistent application by a teacher is what creates a motivated, knowledgeable, skilled, convinced, consistent, and committed learner or communicator with a positive learning experience.

NLP AS A USER MANUEL FOR HUMAN MIND:

Studies from the past clearly prove that academic achievement and improvement in language proficiency through amplifying memory and learning is possible through NLP (Al-shloul, 2023; Drigas et al., 2022; Rajasekaran, 2020). NLP is undoubtedly one of the approaches that has practically appealed to many, and thus been appreciated, adapted, and applied by millions of trainers, coaches, counselors, performing artists, sports men, and entrepreneurs worldwide. They are men who invariably wished not to stop just at knowledge garnering but aspired for a transformational, responsible, and accountable intra and interpersonal communication and attitude enhancement. They were minds that approached learning and teaching determinedly believing in the 'inside out' approach that great authors of our age like Stephen Covey believed and propagandized through their best sellers. "7 habits of Highly Effective People" by Stephen Covey

strongly underlines the fact that change starts inside each of us and works its way out. The perception change to self and others that NLP promises is the underlying concept of his whole book "7 habits of Highly Effective People" where Covey reiterates how a person's character is the root where changes have to take place; therefore, it is character development and personality develop that one should desire and determine to work on, work at, and work from. He considered a person's character to be a collection of habits, a sum total of their skill, knowledge, and desire. Previous researches on NLP established that it is highly prospective for fostering psychological outputs within the professional situation by taking down individuals' stress and uplifting their self-confidence (Kotera et al., 2019; Kotera & Van Gordon, 2019). NLP is one name and one science (psuedo) or technique where all the best sellers of the mind mastery books converge to, or in other words, it can be indisputably stated that all mind mastery books emerge from their understanding and application of the NLP concept of the mind either consciously or subconsciously.

When human mind is accurately approached through its user manual, the NLP, it helps recognize and comprehend the three levels of consciousness or the three levels of human mind- the conscious, subconscious, and the unconscious. The unconscious mind, a term often associated with psychoanalytic theory, chiefly Sigmund Freud's work, represents our inaccessible thoughts, memories, and desires. It consists of deeper mental processes not readily available to the conscious mind. The conscious mind is the 10% mind power that is aware of the present moment and capable of only one task at a time. It analyses, thinks, plans, makes conscious choices, and has only a short-term memory. The subconscious mind, the 90% mind power, is the storehouse of our beliefs, values, creativity, emotions and feelings, habits, imagination, intuition, long-term memory, spiritual connections, and in charge of our body's vital tasks like breathing, sleeping, organ functions, etc. If through the power of the subconscious mind (90%) any dream can be converted, visualized, and actualized into a SMART GOAL, language learning and mastery cannot be a far cry. NLP has emerged as a favorable approach to augmenting the intellectual ability of children in school settings (Mhanna et al., 2024)

There are intersections between NLP and other structures of psychology because NLP avails from the neurological, linguistic and cognitive sciences. It also derives principles of computer programming and systems theory. Its purpose is to fuse a number of different kinds of scientific theories and models. One special value of NLP is that it gets together different types of theories into a single structure (Dilts & DeLozier 2000). The collection of definitions only shows that NLP is prodigious and all pervading. Such a system is useful to teach English to those who have been unsuccessful in learning English in the normal prescribed process of school education and need to augment the quality of their English for university education. Current research indicates that integrating NLP techniques into classroom teaching can positively effect students' academic performance (Abdo et al., 2024; Rayati, 2021).

Roger W. Sperry, a Nobel Prize-winning neuropsychologist, best known for his work on split-brain research in the 1960s provided significant insights into the specialized functions of the left and right hemispheres of the brain. His closer study of patients who had undergone corpus callosotomy (a procedure that cuts the connection between the two hemispheres of the brain) offered significant insights into the specialized functions of the left and right hemispheres. He state "The left hemisphere is specialized for linear, analytic, and verbal processing, while the right hemisphere excels in holistic, spatial, and non-verbal processing."

Michael Gazzaniga, a cognitive neuroscientist and one of Sperry's collaborators, "split-brain" due to the fact that hemispheres communicate and compensate for each other. He states, "The left hemisphere gives a narrative, while the right hemisphere interprets the world." Norman Geschwind, a neurologist who contributed to the understanding of brain lateralization, particularly in language processing, states the left hemisphere is typically dominant for language and motor functions, while the right hemisphere plays a key role in spatial perception and understanding emotional context.

All researches and researches make us understand that education in the past and present favours and develops the so called left-hemisphere functions such as thinking in language, reasoning, intelligence, speech and words, the analytical, the digital, the rational, the logical, the conscious and naming things, etc and gives little time and importance to the right hemisphere functions such as recognizing emotional cues, the unconscious, the mystical, the kinesthetic, the intuitive, the artistic, and the perspective; expressing feelings, stress, prayer, etc.

Mind With a heart by Dick McHugh S.J. suggest different methods to develop the right brain functions that result in enhanced creativity, intuition, and emotional intelligence. A few methods he recommends are as follow:

Visualization Techniques: Creative visualization exercises to stimulate the right brain's ability to create mental pictures.

Meditation and Mindfulness: Quietening the analytical mind by practicing meditation, thereby allowing the intuitive and holistic thinking to emerge. A method for acquiring emotional and spiritual intelligence.

Artistic Expression: Drawing, painting, or playing music to tap into creativity and non-verbal expressions that are strongly linked to right-brain functions.

Further he also recommends **emotional awareness practices, body awareness exercises and dream analysis.**

In one sense nothing that NLP can accomplish is new. There have always been people who somehow learned to use their abilities in exceptional ways. What is new in NLP is the ability to systematically analyse those exceptional people and experience in such a way that the findings may be widely available to others.

REVIEW OF LITERATURE:

Richard Bandler, a Mathematician and John Grinder, a linguist who suggested NLP in 1970s (Frogs into Princes), laid its foundation as a therapeutic approach, a powerful model of human experience and communication and in course of time it gained its application in education, including language learning. NLP is how the brain works, how people think, feel, learn, motivate themselves, interact with others, make choices and achieve goals. It is an approach to communication that generates the widest range of flexibility and possibilities to produce desired

results. Richards and Rodgers (2000) were among the scholars who discussed the use of NLP in language education. They built upon the notion of NLP discussed by Bandler and Grinder (1975) and looked at it as "how people influence each other and in how behaviors of very effective people could be duplicated" (Richards & Rodgers, 2000, p.125). From its beginning, till date, techniques such as visualization, positive self-talk, reframing, and modeling have been associated with improved attention, concentration, impetus, and self-confidence among students (Fakehy, 2022).

Key NLP theories relevant to language learning include the Representational Systems such as the visual, auditory, kinesthetic, olfactory or gustatory preferred sensory channels of the learners through which information can be processed for enhanced understanding and retention; Anchoring involving creation of positive anchors to associate language learning with positive emotions; Sensory Acuity of heightened sensory awareness of the learners to linguistic nuances, pronunciation and cultural aspect, promoting a deeper understanding of the language; the Meta-Models focusing on the language patterns and how they shape perception, which helps learners clarify their thoughts and express themselves more precisely; the Swish Pattern that helps replace negative associations with language learning with positive mental pictures; NLP Modeling involving emulation of successful behavior by observation and replication of native speakers' language use, pronunciation and cultural nuances; Presuppositions which are the underlying beliefs, such as ones belief in one's ability to improve, influence thoughts, words, action, habit, character, and destiny; Rapport Building which creates a positive and supportive learning environment for communication and collaboration. NLP theories offer a diverse set of tools and perspectives conducive to creating a language learning environment that helps enhance and achieve interpersonal and intrapersonal communication. (Revell & Norman, 1997). He believed that not only is NLP a kinesthetic learning approach which fosters interpersonal and intrapersonal communication, but also is goal-oriented.

Numerous studies have explored the application of NLP in educational settings and have found that students are usually confronted by their unintentional pre-judgments, unwelcome beliefs, and implied favoritism, which dishearten their behavior and diminish their learning efficiency (Manana et al., 2023). NLP techniques such as Meta programmes, anchoring, modelling, perceptual position, and sensory acuity have been shown to develop student motivation and engagement. Nevertheless, research specific to its impact on language learning and comprehension among 3D Animation and Digital Journalism students remains limited. This study seeks to fill this gap by examining the practical application of NLP in these disciplines.

RESEARCH METHODOLOGY:

Quantitative and Qualitative Research on Students' performance before and after NLP practise (Case Study and Observational Research)

First year students of general English, intermediate were specifically chosen due to their representation of a crucial stage of cognitive, linguistic, and emotional development (Szaflarski, Holland, et al., 2006; Szaflarski, Schmithorst, et al., 2006). This choice permitted exploring a broad range of factors that shape educational experiences and results, ultimately contributing to a more nuanced understanding of the actual effect and practicality of the NLP intervention. A hard copy list of the remedial students with their initially obtained marks was prepared- to be used as a current

performance reminder – to help achieve the desired state of performance. Peer group leaders were elected and NLP-guided, empowered as to the functions of the conscious and subconscious mind and particularly the power of the subconscious mind in the learning and teaching process. Both the peer leaders and the remedial students expressed their conviction and commitment to the mutually agreed goal of obtaining a score that shows progressive signs of knowledge, skill, and attitude. A subconscious mind congenial (NLP-guided) classroom schedule and practice was begun as a way of changing their belief system about themselves, their goals in general, and language goals in particular:

The NLP-driven teacher consciously creating a subconsciously influencing classroom atmosphere thus:

1. Classes began with powerful silent seconds trying to calm the mind/ empty the cups/clean the slates/receptively position the mind cups for active reception of knowledge, skill, and attitude.

2. As per the mutually agreed practice, students began their intensive and extensive reading of their already skimmed and scanned reading materials carried to class (10 minutes of online and offline attendance marking time was earmarked for general reading of news items or selected communication enhancement texts rented from the college library).

3. At the end of the 10 minutes ritual of reading and writing of short passages, the students were motivated to self-apprise themselves on the authentic, productive use of their time. They received appreciation stars for the learning goal set and attained- reading and writing, and with the teacher's feedback for both the choice of the article and the summary attempted move to the listening and speaking practices of communication and received an appreciation point from the faculty that will be calculated for their internal scores.

DETAILS OF STUDENTS INVOLVED IN THE EXPERIMENTAL STUDY:

The study involved 50 first-year students, 25 from the 3D Animation program and 25 from the Digital Journalism program at [Loyola College of arts and science]. Participants were divided into experimental and control groups, with 15 students from each program in each group.

It is a comparative study of the conviction, cooperation , and performance of learners before and after NLP-guided language learning skills at Loyola college, Chennai, General English UG, first year Intermediate students of Digital Journalism and 3D Animation 23UAN AND 23UDJ

Data Collection

Data was collected using a mixed-method approach:

1. Surveys: Pre- and post-intervention surveys measured students' outlooks toward learning, self-confidence, and apparent efficacy of the teaching methods.
2. Interviews: In-depth interviews with a subset of students from each group provided qualitative insights into their learning experiences.
3. Performance Metrics: Academic performance was assessed through tests and assignments to measure comprehension and retention.

Results

Quantitative Findings

The pre- and post-intervention surveys revealed significant improvements in the experimental group's attitudes toward learning and self-confidence. Students in the NLP-guided group reported feeling more engaged and motivated. Performance metrics indicated higher scores in comprehension and retention tests for the experimental group compared to the control group.

Qualitative Insights

Interviews highlighted several themes:

- Enhanced Engagement: Students in the experimental group described feeling more connected to the material.
- Improved Confidence: NLP techniques helped students build confidence in their abilities.
- Positive Perception Changes: Reframing allowed students to view challenges as learning opportunities, reducing anxiety and increasing resilience.
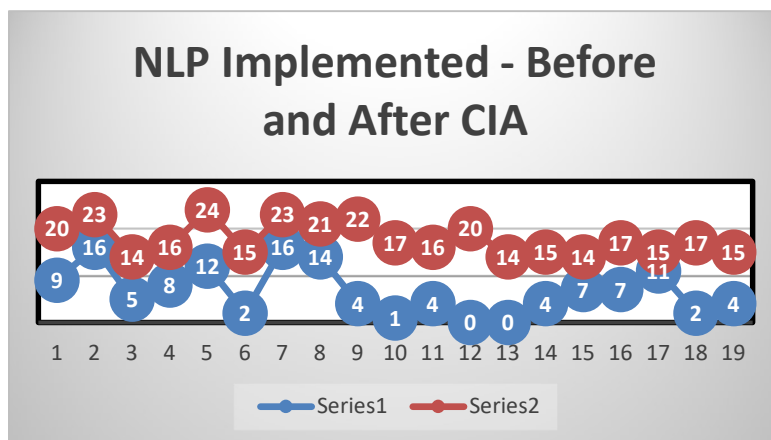
SCORE OF REMEDIAL STUDENTS BEFORE AND AFTER NLP ORIENTATION - SERIES 1 AND 2 RESPECTIVELY
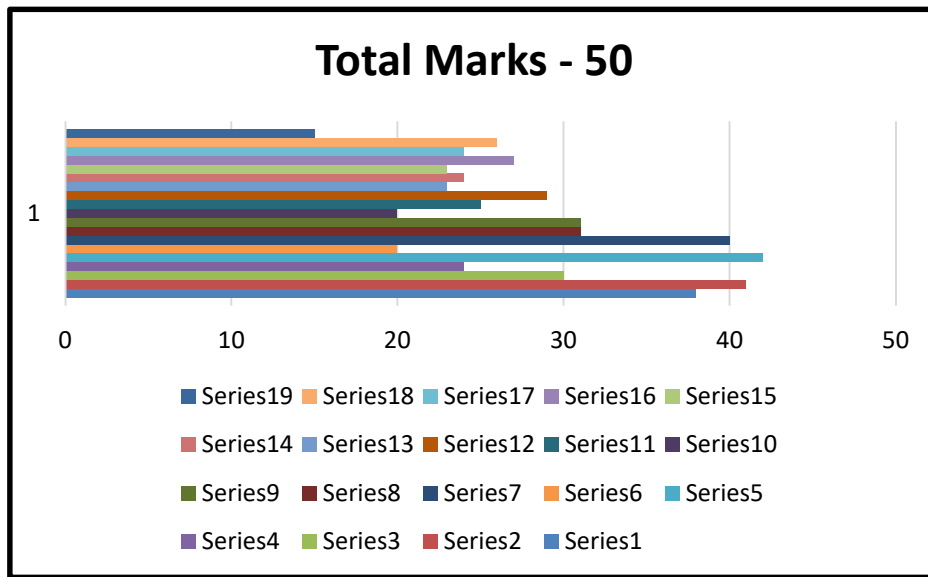
Figure SHOWING THE SAME STUDENTS AS CLASS TOPPERS IN THE OVERALL INTERNAL ASSESSMENT

KEY FINDINGS:

1. Significant Improvement in Academic Performance

The first diagram above shows the considerable improvement in the students' score in the second internals as against the first internals. This improvement specifies the effectiveness of the NLP-guided approach in improving academic performance. By integrating NLP techniques, students were able to better comprehend concepts, recall information, and apply their knowledge, leading to higher scores in subsequent assessments.

2. Emergence of Top Performers

The second diagram shows how some of these students have been class toppers in their cumulative internal assessment scores. This suggests that NLP not only aids in improving overall academic performance but also empowers some students to excel beyond their peers, achieving top ranks in their class.

3. Enhanced Motivation for Communication and Learning

Students confirmed increased motivation to improve their communication skills and involve more actively in the learning process. The use of NLP techniques, such as positive reinforcement and goal setting, played a vital role in enhancing their motivation. As a result, students became more confident in voicing themselves and more excited to participate in class activities, leading to a more self-motivated and interactive learning environment.

4. Improved Self-Awareness

Emphasis of NLP on self-reflection and self-awareness facilitated students gain a profounder understanding of their own learning processes. By identifying their strengths and areas for improvement, students were able to implement strategies that better suited their individual learning styles. This self-awareness contributed to more real study habits and a greater sense of control over their learning expedition.

5. Personalized and Efficient Learning Environment

The NLP-guided approach empowered a more personalized learning experience by adapting instruction to individual learning styles. This customization confirmed that each student received the support they needed to succeed, leading to a more capable and effective teaching-learning experience. The impact of language patterns on cognitive processes was particularly noteworthy, as it allowed for clearer communication and better comprehension of complex concepts.

6. Consistency in NLP Application and Appraisal

The findings emphasise the importance of consistent application and evaluation of NLP techniques in educational settings. Regular use of NLP strategies, combined with ongoing assessment and feedback, confirmed that students continued to benefit from the approach. This consistency not only strengthened the effectiveness of NLP but also established its potential to be a valuable tool in enhancing the overall learning experience.

7. Overall effect of NLP theories on the KSA {Knowledge (WHAT), Skill (HOW), and Attitude (WHY)} of the remedial learners and peer leaders:

K-Self-Knowledge and knowledge of the effective cognitive and linguistic strategies of English language (the WHAT) of the students was apparent. S-Accelerated adaption, application according to individual learning styles showed good retention, and reproduction (the HOW), in short, students were able to leverage NLP memory techniques to aid in the retention and recall of vocabulary, grammar and language structures and A-Mental barriers were broken through positive, productive belief system formation and a conducive environment established for a holistic advancement of language learning (the WHY).

Descriptive Statistics:

	Count	Mean	Sd	Min	Q1	Q2	Q3
Comp 1	19	6.63	5.16	3	3	5	10
Comp 2	19	17.79	3.44	14	15	17	20.5

The average score for comp1 is 6.63, indicating that most values tend to be lower compared to comp2. A relatively high standard deviation shows that the values of comp1 are spread out, with some data points much lower or higher than the mean. The range of values is quite wide, from 0 to 16, highlighting significant variation in responses.

The median is lower than the mean, suggesting that the data might be skewed slightly right, meaning some higher values are pulling the mean up. 25% of the data falls below 3, and 75% of the data is below 10, showing a concentration of data points in the lower range.

Hypothesis Testing:

Null Hypothesis (H0): There is no significant difference between the means of comp1 and comp2. (Mean difference = 0)

Alternative Hypothesis (H1): There is a significant difference between the means of comp1 and comp2. (Mean difference ≠ 0)

Particulars	Paired t-test value	Degrees of freedom	p-value
Comp 1 and Comp 2	11.672	18	7.872e-10

It is inferred since p value is less than 0.05, there is significant difference in the marks of comp1 and comp2.

Feedback analysis:

Based on the feedback on the teaching methodology on 5 point rating the following five factors are identified as the prominent factors gained out of the teaching method.

- Factor 1: This factor is most strongly related to questions 2, 3, 4, and 5, suggesting it could represent "Confidence in English Communication."

- Factor 2: This factor is most related to questions 1 and 9, potentially indicating "Motivation and Belief in Improvement."

- Factor 3: This factor is associated with anxiety management techniques (e.g., question 7), so it may relate to "Anxiety Control."

- Factor 4: Related to questions like 10 and 11, this factor could reflect "NLP's Effectiveness in Communication."

- Factor 5: The factor loadings are relatively lower here, and it could represent a more nuanced or smaller aspect of English communication, like "Consistency in Effort."

The suggestions given in the feedback form are analysed using Natural language processing a machine learning technique and the teaching method has been appreciated for enhancing communication, fostering a positive mindset, improving decision-making skills, promoting empathy, and emphasizing practical applications in daily life. The focus on real-world relevance and personal growth stands out as a key strength.

Discussion

The aim of the study to ascertain the relevance and potential applications of NLP in the educational setting, exploring the key NLP theories, the concepts for enhanced language comprehension, communication, learner motivation, engagement was successfully carried out through the case study and observational research with General English UG, first year Intermediate students of Digital Journalism and 3D Animation 23UAN AND 23UDJ. The result proved how many of them found the new methodology, NLP guided language learning skills, productive and purposeful and showed improvement in the CIA 2 syllabus centric assessment.

The findings suggest that NLP-guided language and learner approaches can significantly enhance student engagement, confidence, and academic performance. . These observations align with findings from other studies, which have confirmed that age or the right time of intervention (first year, 1ˢᵗ semester of college, under graduation programme) is a significant factor influencing the success of interventions (Benoit & Gabola, 2021). NLP operates by connecting the existing resources of individuals, mainly those who are amplified by advanced academic levels, such as higher grades (Hartati & Ginting, 2023). The results accessible in our study validate the concept that NLP is designed to complement the pre-existing competences of individuals rather than effecting a renovation of their behavior by primarily addressing their weaknesses and gaps. This perspective is reinforced by other studies that have also considered NLP as a problem-solving approach focused on addressing current issues (Qushoy et al., 2023). Accordingly, It can contribute to the progression of students, resulting in enhanced scores alongside higher grades (Manana et al., 2023; Zhang et al., 2023). Some of the most striking findings were the perceptible enhancement in students' scores between the first and second internal assessments. This improvement suggests that NLP techniques, such as anchoring, reframing, and positive visualization, played a critical role in helping students better understand and retain course material. The NLP-guided approach enriched and empowered students with practical strategies to overcome learning obstacles, leading to more effective study habits and improved academic outcomes. Besides, several students who consistently applied these techniques emerged as class toppers, underscoring the potential of NLP to elevate academic excellence.

Techniques like goal-setting, rapport-building, and the use of vesting language patterns helped students develop a stronger sense of persistence and commitment to their studies. This was particularly apparent in their enhanced participation in class discussions and activities, where students exhibited greater confidence and a inclination to express their ideas. The increased motivation also translated into a livelier classroom environment, where learners were actively involved and capitalized on their educational journey.

The NLP-guided approach aided a more holistic and personalized learning experience by addressing both cognitive and emotional aspects of learning. By adapting instruction to match individual learning styles and using language patterns that resonate with students' cognitive processes, the approach created a more supportive and effective learning environment. This not only improved academic outcomes but also fostered a sense of belonging and confidence among students, making the learning experience more meaningful and impactful.

These results align not only with the prevailing literature on the benefits of NLP in education but provide new insights specific to 3D Animation and Digital Journalism students. The application of NLP techniques helped bridge the gap between inventive expression and structured learning, enabling a more holistic educational experience.

Conclusion

If the p-value (0.0000000007872) is less than 0.05, we conclude that there is a significant difference between the means of comp1 and comp2. The alternative hypothesis (H1) is accepted, indicating a significant difference in the means of the data sets. NLP offers promising and encouraging strategies for enhancing language acquisition and learner commitment in creative and communication-intensive disciplines. The combination of NLP techniques into teaching methods significantly enhanced students' academic performance, increased their motivation, and nurtured greater engagement in the learning process. Furthermore, the approach contributed to the development of self-awareness and emotional intelligence, key factors in personal and academic growth. Moreover, the findings emphasise the importance of consistent application and assessment of NLP techniques to make the most of their effectiveness. When methodically implemented, NLP can create a supportive and vibrant learning environment that empowers students to reach their full potential. This study accentuates the potential of NLP to transform educational practices, promising framework for enhancing the educational experience and improve student outcomes. Further research is recommended to explore the long-term impacts of NLP-guided approaches and their applicability across diverse educational contexts. It holds the potential to transform traditional teaching methods, making them more responsive to individual learner needs and more effective in achieving desired educational outcomes.

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