USING THE TENETS OF NEURO-LINGUISTIC PROGRAMMING (NLP) IN ALIGNMENT WITH DESUGGESTOPEDIA TO ASSESS THE SECOND LANGUAGE ACQUISITION (SLA) OF SECONDARY LEVEL STUDENTS: A CASE STUDY OF SELECTED SCHOOLS IN CUTTACK AND BHUBANESWAR, INDIA

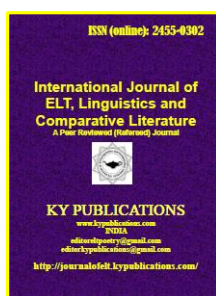**Dr.PRATAP KUMAR DASH[1], MR.ASIQUR RAHAMAN[2]**

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ABSTRACT

Various linguistic, pedagogical and socio-cultural challenges of SLA impact learners who learn English as a second language. Hence, ELT methodological studies always attempt at including techniques and skills that would help overcome these challenges of language acquisition. In this context, this article critically studies the NLP models and their applications and then focuses on how it can benefit English language learners in a multilingual and multicultural set-up. At first, it aims at focusing on how NLP in alignment with Desuggestopedia can be effectively used in teaching ESL simultaneously identifying gaps and problems related to the modern educational system, and then develops an idea on the basis of data analysis on to help in solving learners' problems such as lack of motivation, comprehension and negative attitudes which are usually noticed while studying ESL. Conducting the research activities at the secondary level classes in some selected schools of Cuttack and Bhubaneswar, India, with the use of features of Desuggestopedia along with NLP, it seeks to show how applying these strategies and techniques can help improve the actual state of English teaching in the schools too. More specifically, the study aims at showing the way teachers and learners can be benefited through this to achieve their goals. The observation from the survey on both the approaches shows that students like sequence of visual, auditory and kinaesthetic to learn the language. In addition, they are interested in sharing their experience; dramatise the classroom activities; make it musical and artistic; and English language teacher's friendly and funny or emotional attachments with classes are more suitable for language learning.

Keywords: ELT, NL P, ESL, Desuggestopedia, primary level students, multilingual and multicultural

1. Introduction

There are so many experiments done so far relating to the acquisition of second language in multicultural and multilingual set-ups such as India. Traditional methods and approaches have made use in classrooms. Syllabus of English at school levels have been designed on the basis of psychological, socio-cultural, communicative contexts. Bloom's taxonomy, Vygotsky's theory and learner autonomy and many other things have been taken into consideration. In this context here in this research, an experimental approach has been designed keeping the features of both NLP and Desuggestopedia at the back drop to determine the learning interest among the ESL school level students.

1.1 Neuro-Linguistic Programming (NLP): A Brief Sketch

Neuro-Linguistic Programming (NLP) was proposed by the two pioneers namely Richard Bandler, an expert in mathematics and computer, and John Grinder who is a linguistics professor in 1970. It is a communication and individual development technique among managers, trainers, salespeople, counsellors, lawyers, etc. It has been proven that NLP provides persons with the chance of creating themselves excellent learners of language. It analyses the whole mind-body system of a human connection between inner development, language and behaviour. The most crucial aspect of it is to analyse the internal as well as external experience of human behaviour, language and communication. It basically deals with cognitive processes and helps analyse the internal mental activities like thinking, remembering, perceiving and learning. This is associated with psychological studies which are made to solve the learning problems and influence upon cognitive activities.

1.2 Desuggestopedia: An Overview

Desuggestopedia is a teaching strategy that connects to understanding the modern world's human brain works and how we learn most effectively. The concept was bought forward by psychotherapist Georgi Lozanov (1926), who believes that learning is a matter of attitude, not aptitude. There are five main principles that govern Desuggestopedia(Developed in 1970s) :

I.   Learning should be characterized by the joy and the absence of tension and it is facilitated in a cheerful environment.

II.   Humans operate on a conscious and paraconscious level. A student can learn from what is present in the environment even if his attention is not directed to it.

III.   Suggestion is the means to use the normally unused mental reserves for learning.

IV.   The teacher should recognize that learners bring certain psychological barriers with them to the learning situation, and she should attempt to desuggest them.

V.   If students are relaxed and confident, they will not need to try hard to learn the language. It will just come naturally and easily.

There are seven major concepts of Desuggestopedia according to Lozanov and Gatave (1988). They are as follows:

I.   Mental Reserve Capacities (MRC): Utilizing maximum capacity of brain so that a feeling is developed that students cannot be unsuccessful.

II.   Psychological Set-Up: Teacher to penetrate the mental set-up engaging all the stimuli to get good response.

III.   Suggestion: To use both the direct and indirect methods of suggestions by the teacher appealing both the conscious and the subconscious states of mind

IV. Successful classroom atmosphere:

   a. Psychological: A nurturing, supportive atmosphere in which the student feels free to try out the new information, be inventive with it, make mistakes without being put down, and, in general, enjoy the learning experience.

   b. Educational: The material should be presented in a structured fashion, combining the big picture, analysis and synthesis. Every moment should be a didactic experience even when the learning process is not that apparent.

   c. Artistic: The classroom should not be cluttered with too many posters and unnecessary objects otherwise the students don't see them. Good quality pictures should be displayed and changed every few days.

V. Peripheral Learning: This concept is based on the idea that we perceive much more in our environment that we consciously notice. Example: Putting wall posters on the rules of grammar on the wall

VI. Anti-Suggestive Barriers: A process of combination of suggestion and desuggestion and is always at an unconscious or slightly conscious level.

VII. Music: Music can be a powerful facilitator of holistic full-brain learning and it is a suggestive, relaxing medium.

2. Statement of problem

Students face English language learning as a tedious and challenging task and do not give much attention to it for which they are unable to improve much of their L-S-R-W skills; commit many grammatical mistakes and lose interest in it. General observations state that the students have developed negative attitude towards the learning environment of schools. Teachers very often go with the traditional textual explanations followed by submission of assignments and rote learning leading to take periodical tests. The teachers do not make a scientific inquiry in order to deal with their students a degree of learnability. In order to address this negativity, the teachers need to develop different techniques and strategies in order to establish a good relationship among the learners, the teachers and the teaching-learning system. Most of the teachers never thought of using NLP in classroom activities and never act as facilitators. They do not know that using applications of NLP and Desuggestopedia increases the efficiency of the learning and teaching process. In recent days, with barriers and restrictions, ESL learners face many challenges such as:

I. To learn in online mode during the pandemic under pressure

II. Although tech-savvy kids, they are unable to associate language learning with their knowledge of technology

III. Psychological barriers and health issues

IV. Lack of outdoor games, fun and entertainment studies missing

V. Unable to develop consistency in doing the task in ESL

VI. Motivation, Attitude, Aptitude, Age and Personality are greatly neglected

3. Literature Review

Ramganesh and Paulraj (2016) in their research work dealing with students' problems in language learning were assessed with Diagnostic Assessment Scale (DAS). Based on the students' language problems, the content was prepared and integrated in the experimentation. A model "Technology Enabled Psycho-NLP" was developed by the researchers based on literature and studies reviewed that have positive outcomes in NLP. The conceptual, technical and empirical evidences were established for the development of the model. At the end

of the experimentation of the students was assessed with Spoken English Assessment Scale (SEAS). The result of the study revealed that students taught through the strategy had significant improvements in Spoken English.

Keezhatta (2019) makes a study which aims at exploring the feasibility of Neuro-Linguistic Programming (NLP) in English Language Teaching (ELT) by analyzing the perceptions of NLP-trained English teachers. The study applied a qualitative method based on interviews with 20 NLP-trained English teachers of high schools in India. To acquire an in-depth perspective of the extensive and comprehensive material available, the interview comprised open-ended detailed questions on the innovation, role, different techniques, and benefits and limitations of NLP dwelling upon the different perceptions of NLP-trained language teachers, motivations of the learners towards NLP, and the positive changes brought about by NLP in the education sector. The researcher used a manual thematic analysis method to identify similarities in pattern while performing the analysis. Also, reliable studies from verifiable sources were selected for further analysis. Findings showed that NLP facilitated communication and encouraged learners of English. The finding strongly suggests NLP as an effective tool for developing teacher-student relationship and for promoting interactive learning environment.

Hishmeh (2005) in his project presents five teaching methodologies that comprise innovative techniques for the primary classroom. He also works on the application of Neuro-linguistic Programming (NLP), and its uses will he explored in the English-as-a- second- language classroom. He speaks of a design for a teacher-training workshop for instructors to learn to apply NLP in the classroom as well as incorporate storytelling, music, Total Physical Response (TPR), and Suggestopedia. The workshop covers a definition of NLP along with background information. It presents educators with knowledge on how to use NLP with students as well as provide instructors with materials and references. The workshop presents the importance of using NLP in the English-as-a-second language classroom. Its outcome is positive as it says that NLP can be used as an observational tool and mediational strategy. As an observational tool NLP uses techniques such as eye-accessing cues, anchoring, and body language. As a mediational strategy, it also employs techniques such as coding strategies, reframing thoughts and resolving inner conflicts.

4. Research questions

    I. Is it possible to develop tasks and classroom activities using NLP in alignment with the basic features of Desuggestopedia with the secondary level ESL students?

    II. Will this attempt at helping us learn how does NLP influence ESL teaching and learning?

    III. Will this activity benefit both the teachers and the students in terms of teaching and learning of ESL in the long-run?

5. Research objectives

    I. To design English language activities by using NLP features in alignment with Desuggestopedia

    II. To evaluate the effectiveness of NLP techniques on the teachers and learners of ELT/ESL

    III. To observe if how does the NLP techniques help improve the efficacy of ESL acquisition.

6. Theoretical framework

The theoretical framework is primarily based on the neuro-linguistic theory relating to the primary modes of information processing in terms of visual, auditory and kinesthetic (VAK) as outline by Neil Fleming(1992) In addition, Celce-Murcia (1991)'s affective humanistic approach outlining the role of students' feelings.

7. Research method and design

A mixed method including both qualitative and quantitative research has been adopted in this. The research design is based on the preparation of data by obtaining responses from the secondary level school students of diverse social background and culture. The questions have been prepared o the basis of the basic principles of second language learning associated with noth NLP and Desuggestopedia in two separate response sheets. Random sampling method has been used to choose the respondents of the research data.

8. Data Collection, Presentation and Analysis

8.1 VAK Survey Report: The visual, auditory and kinesthetic survey was conducted among 17 students from different schools of Cuttack and Bhubaneswar through Google form. The diagrams represent the data obtained from them in response to the questions provided.

Section 2: Visual
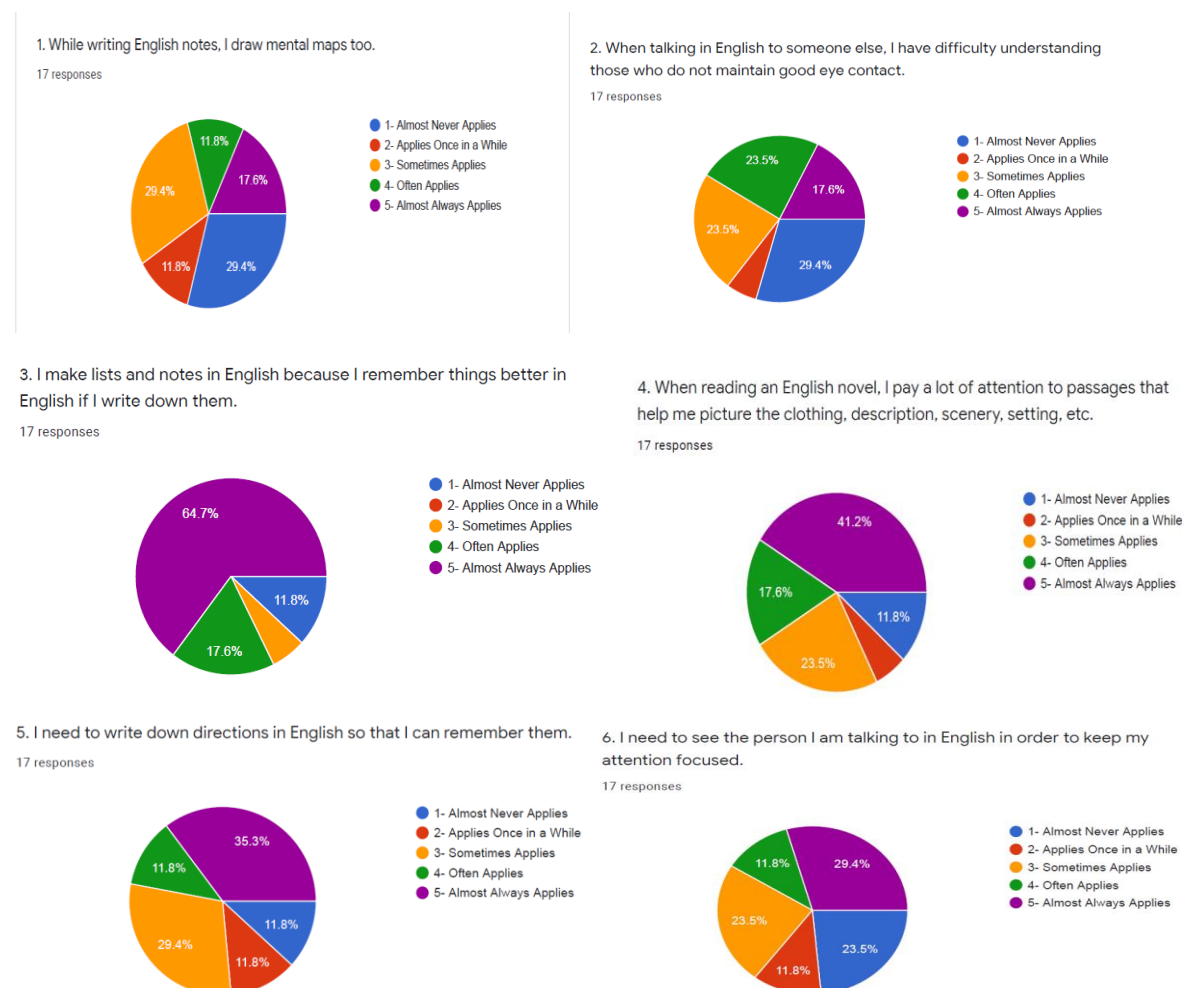
7. While recalling information, I can see it in my mind and remember where I saw it.

17 responses
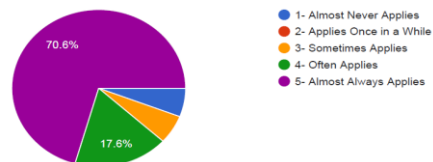
8. If I had to explain a new procedure or technique, I would prefer to write in English out.

17 responses
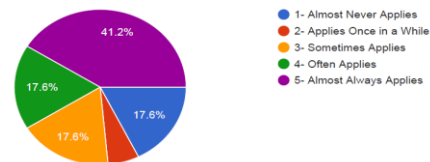
9. In my free time, I am most likely to watch television or read English.

17 responses
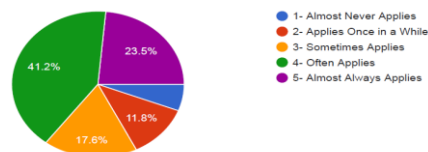
In section one titled Visual, nine questions were asked to the students of classes 8, 9, 10. Students answer to the questions clearly state that they are more inclined to visual learning like videos and picturising something. Students prefer to visualise or see things and understand better and this leads to mental mapping too.

Section 2: Auditory

1. When I read English aloud I move my lips to hear the words in my head.

17 responses
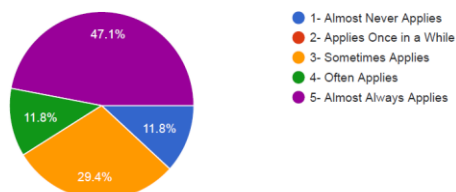
2. I do not take a lot of notes, but I still remember what was said. Taking notes often distracts me from the English speaker in the class.

17 responses
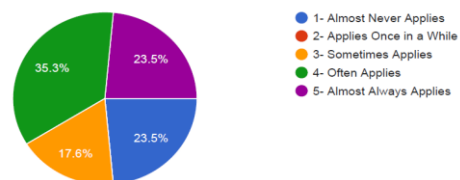
3. When reading an English novel or story, I pay a lot of attention to passages involving conversations, talking, speaking, dialogues, etc.

17 responses
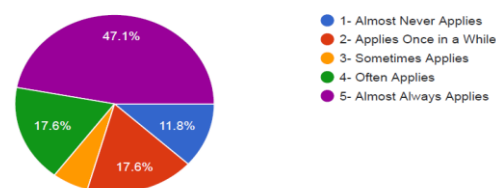
4. I like to talk to myself in English when trying to solve a problem.
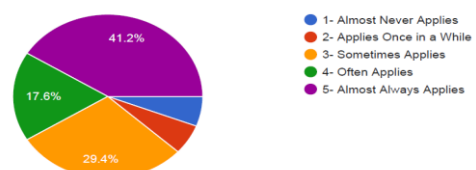
17 responses
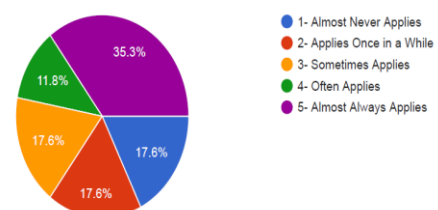
5. I can understand what an English speaker says, even if I do not focus on the speaker.

17 responses
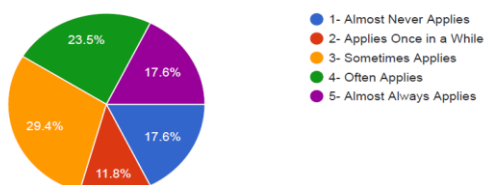
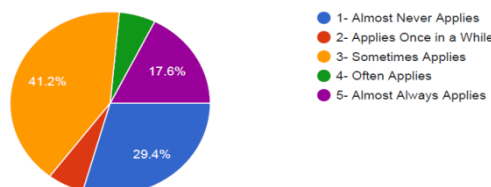6. I remember English things more accessible by repeating them over and over.

17 responses

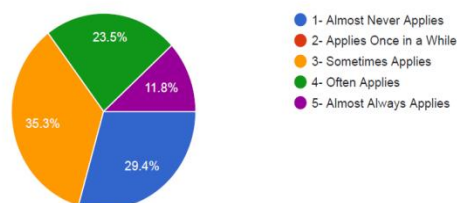# International Journal of ELT, Linguistics and Comparative Literature

7. When I am at a party, one of the things I love to do is talk in English in-depth about a subject that is important to me with a good conversationalist.
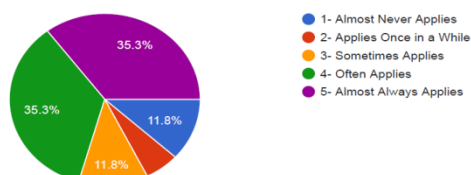
17 responses

8. I would rather receive information from the radio, PODcast, rather than read an English newspaper.
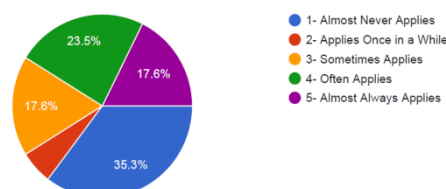
17 responses

9. If I had to explain a new procedure or technique, I would prefer to talk in English about it.

17 responses

10. In my free time, I am most likely to listen to English music.

17 responses

In section two titled Auditory, ten questions were asked, and the majority of students answered that they prefer to listen and do the work as the subject of English learning is concerns. Question 1, 2, 3, 4, 5, 6, 8, and 9 give the precise information about students' inclination towards the audio adequate power or students would like to be good listener.
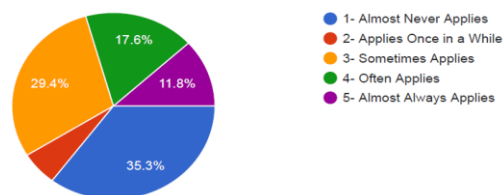
Section 2: Kinesthetic

1. I am not good at English reading or listening to directions. I would instead just start working on the task or project at hand.
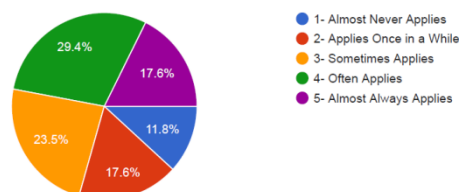
17 responses
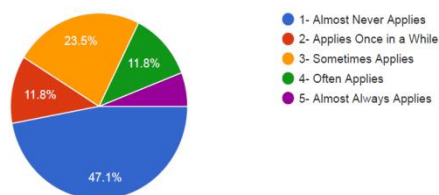
2. When talking in English to someone, I have difficulty understanding those who do not show any emotional or physical support.
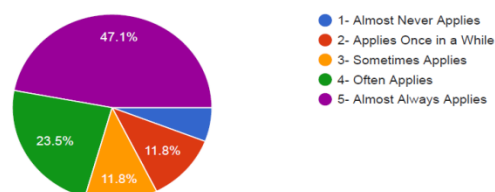
17 responses

3. I take English notes, doodle, and make mind-maps, but I rarely go back and look at them.

17 responses

4. When reading an English novel and story, I pay a lot of attention to passages revealing feelings, moods, action, drama, etc.
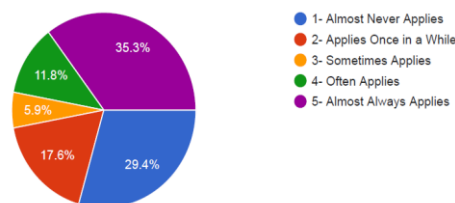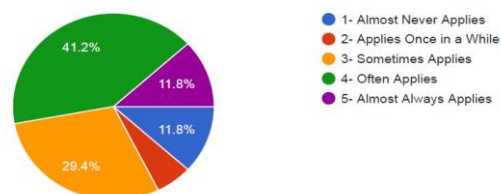
17 responses

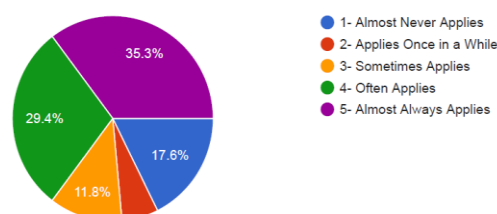5. When I read English, I move my lips moving.

17 responses

- 1- Almost Never Applies
- 2- Applies Once in a While
- 3- Sometimes Applies
- 4- Often Applies
- 5- Almost Always Applies

6. I often exchange words, such as places or things, and use my hands a lot when I can't remember the right thing to say in English.

17 responses

- 1- Almost Never Applies
- 2- Applies Once in a While
- 3- Sometimes Applies
- 4- Often Applies
- 5- Almost Always Applies

10. If I had to explain a new procedure or technique, I would prefer to demonstrate it in English.

17 responses

- 1- Almost Never Applies
- 2- Applies Once in a While
- 3- Sometimes Applies
- 4- Often Applies
- 5- Almost Always Applies

In section three titled Kinesthetic with presupposes hands on learning, seven questions were asked to the students, and out of which questions no- 4, 5, 6, and 7 straightforward indicate while doing some task learning particular subject students use the kinesthetic mindset whereas in another, students are little slow in language learning.

8.2 De-suggestopedia Survey

1- Do you like English classroom to be bright and colourful?

19 responses
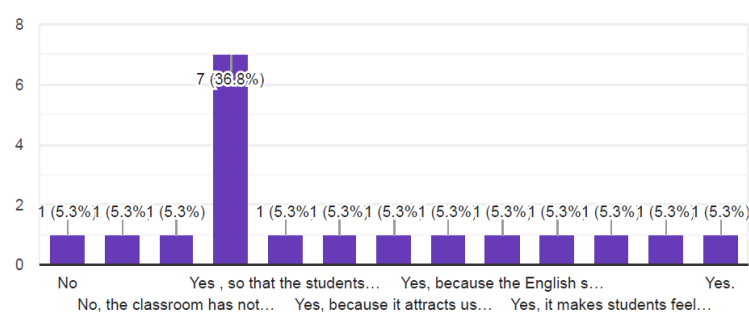
In this survey, 19 responses were received from the students and in which 17 responses, it is clearly stated that students like to learn the English Language in a bright and colourful environment.

2- Do you think that a poster or other material containing grammatical information will help you learn better?
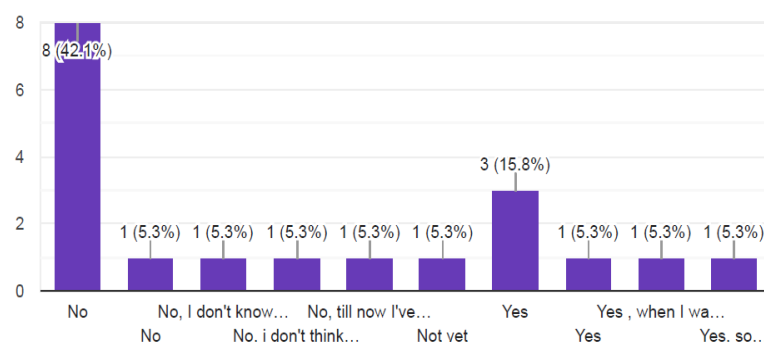
19 responses
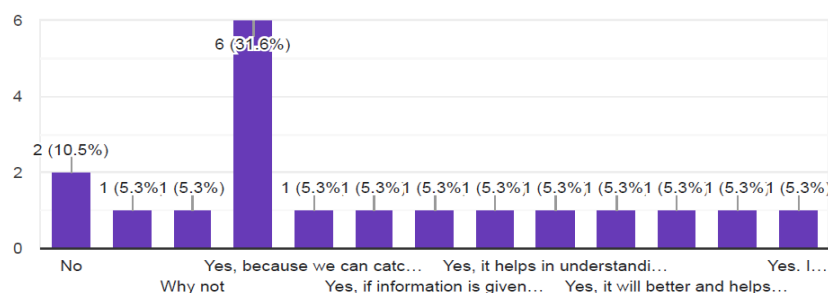
In this question number-2, students express their likeness towards visual learning. Out of 19 responses, 17 expressed positive attitude to learning English through visual mode.

3- Do you ever get a task to introduce new names or identities to learn the English Language?

19 responses

In this question number-3, out of 19 responses, six students agreed that learning the English language has received some task to speak some new names and identities through which new language learning can be done.

4- Do you like your English teacher to use a song or play rhythmic instruments to create positive emotions?
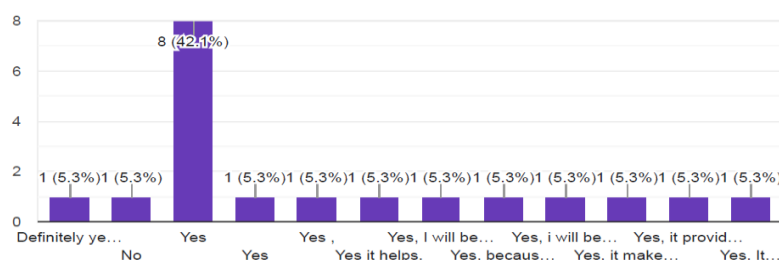
19 responses
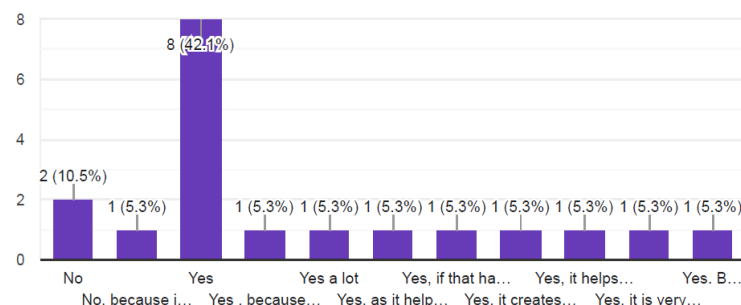
Students of our time like to listen to songs, giving immense power to bring down positive emotions. Out of nineteen students, seventeen show a positive response; and 84.2% of students support using a song or play

rhythmic method. When one listens to music, it becomes easy to visualize and recollect the information from the brain. It becomes a method of fun and learns, and it has a long and lasting impact on an individual's life.
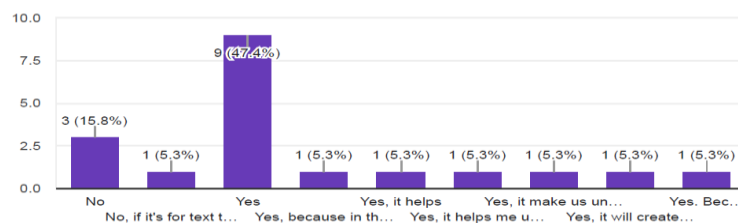

Activity learning is always new learning. Eighteen students out of nineteen state that it gives a new way of learning. Suppose an English teacher provides hand-outs to perform an activity with new names. It shows that the student needs to use the kinesthetic part of his brain to understand the written hand-out, then s/he will visualise what to perform. When the performance is done, then auditory, visualise and kinesthetic are automatically employed.
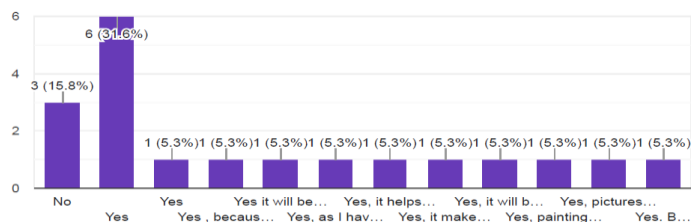

Here, sixteen students agree that the picture and scenic clues help to speak and to use correct vocabulary. In contrast, four students face problems to make a clue to speak. So, it can be concluded that a majority group of students support visual and auditory mode. A few prefer kinesthetic methods of learning.


Painting is an art. Art gives different observations like visual, auditory, and kinesthetic, and by it a student can easily connect to the outer surroundings. Here, majority of students support this learning system, and three students could not reflect many ideas on it.

8- Do you like your English language teacher ever using your native language or local language to make you understand a difficult word or vocabulary?
19 responses
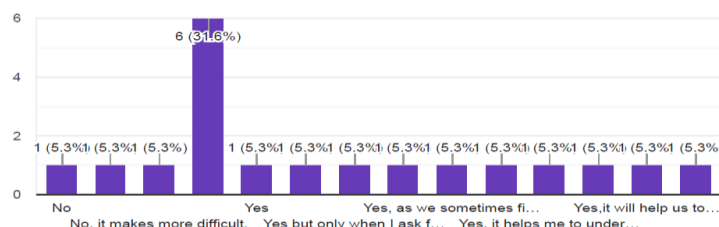
Seventeen students said 'yes', and here are the views:

I.   It helps them understand the problematic terms more quickly.

II.   It is fun for them, but only when a student asks for help personally.

III.   It will help them to understand faster.

IV.   It helps to understand new words or vocabulary better.

V.   As we sometimes find it easy to understand in our native language.

VI.   It allows them to understand the thing in a better way.

VII.   This will quickly make us understand a difficult concept.

VIII.   It is essential because some children do not understand it. If the teacher does this, it will be beneficial to understand.

The three students said first, 'No', I would not say I like it if any teacher does that because (incomplete) second - makes it more difficult. Moreover, the third one did not give any reason, So, it is concluded that a majority group of students prefer to understand with the help of their mother tongue. This process involves external auditory and then processes kinaesthetic and visual data with the Second Language Learning.(SLL).

9- Do you like it if your English language teacher reads the dialogue rhythmically and change the rhythm?
19 responses
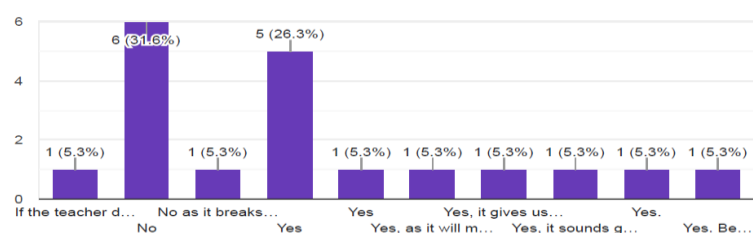
Six students said, 'No", and they found it challenging to correlate with the idea. Here is the view of the students. Thirteen students said yes, and some find it exciting, and let us see their views:

I.   It will make the chapter more exciting and attractive.

II.   Because of that, a student can able to relate to the emotions of the text.

III.   It gives us curiosity and interest.

IV.   If the teacher does that, the next question in students' minds will be what rhythm the teacher would choose next.
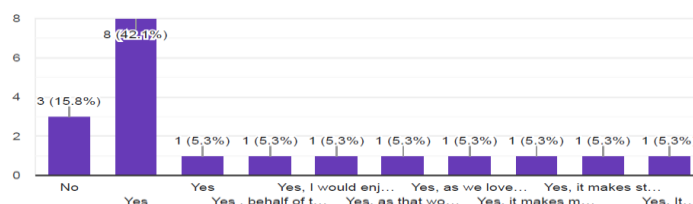
V.   It sounds good.

Here students opine regarding their interest in visual and auditory changes leading to more attention.

10- Would you like to receive dialogues of your favourite role model or character or some new character to perform in the class to learn English language?
19 responses

Dialogues of role models make a student act or perform and learn the second language with no efforts. Here, we see seventeen students agree on dialogues or role models or new characters to learn the English language. Three do not agree and not able to state about the justification of it.

The positive statement of the students agreed is as followed:

I.   It will boost up our confidence.

II.   It makes us learn with more interest.

III.   Student finds it, entertain someone.

IV.   As we love them, so anything related to that, we will understand better.

V.   The student would enjoy such enactments.

VI.   As that would make the class much more enjoyable.

VII.   It makes study better.

The views of the students could be related to the VAK. When the students are given a task, they used the kinesthetic activities followed by the visuals and then connect to auditory. In contrast, they perform it in a sequence that is visual, recall and auditory and then processing it to kinesthetic and after that remembering a new language item for presentation.

11- Would you like to ever give an audition for a play to learn grammar or the English language?
19 responses
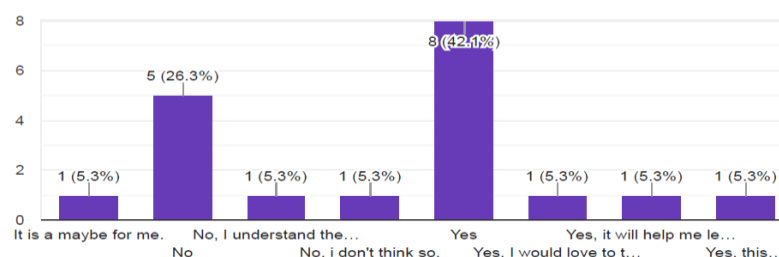
Six students did not agree to learn English grammar by enacting a play. Thirteen students agreed to understand by giving an audition for a play. Here are the views of both the students agreed and disagreed:

Agreed

   I.   It will help to learn better.

   II.   It is possible for him.

   III.   This will also help us practice performing before others in English without any mistake.

   IV.   The student would love to take part in that audition.

Disagreed

   I.   The student understands the direct way with examples better.

   II.   The student does not think so.

The above observation connects the idea of VAK (NLP). An audition is an act, and when it is performed, it involves the process congruence then auditory, the visual and when it is saved automatically and interpreted in language learning. At the same time, direct learning is a process of kinesthetic, and it involves other processes of VAK.

12- Have you ever been involved in various activities to learn English language involving dialogue, for example, question and answer, repetition and translation? Does it interest you?
19 responses
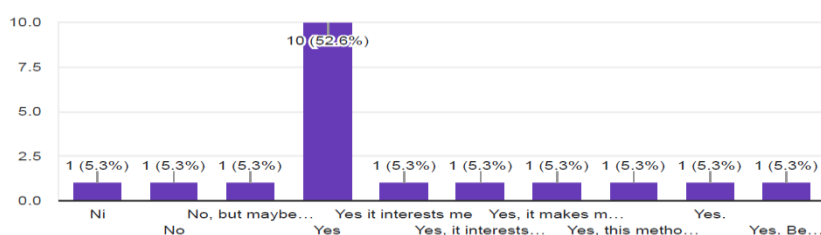
Three students do not agree to learn English grammar by dialogues, question and answer, translation. Sixteen students agree to understand the process of learning. Here are the views of students both agreed and disagreed:

Agreed

   I.   It interests the student.

   II.   The student believes it helps him to develop a good command and fluency in English.

   III.   This method I enjoy the most.

   IV.   It interests the student a lot to understand prose pieces.

   V.   It makes it more attractive.

Disagreed

   i.   No, but maybe someday.

The above observation connects the idea of the **NLP swish pattern,** where students previous ideas are changed, and new ideas are brought to their mind by VAK.

13- Do you ever get a chance to learn English language through students'/teachers' sharing of personal experience to understand concepts better?
19 responses
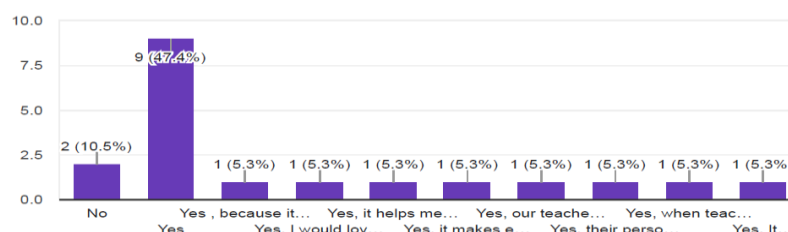
The teacher'/students' share his/her experience to make learning second language English. When sharing their experience, they have to recollect that process involves kinesthetic events usually enact the same auditory and visual. Students those who observe the event start visualizing; then listen; and act out after they process it into language learning.

In question number thirteen, seventeen students agree with sharing personal experience, and two students disagree.

The views of the students are as follows:

I.   Yes, it helps me to grow interested during the class.

II.   Yes, because it gets more convenient to understand.

III.   Yes, when the teacher or students tell me about an incident in which they learned something new in English.

IV.   Yes, their personal experience makes learning the English language quickly without mistakes.

V.   Yes. It makes me easy to feel the motto of the text.

VI.   Yes, our teacher shares many direct experiences which are interesting to learn a language.

VII.   Yes, I would love it if it often happens in English classes because by telling about the teacher's personal experience, the students would gain more interest in attending the classes.

VIII.   Yes, it makes it easy to understand English.

14- Do you like ever to get involved in a game such as play a question-and-answer by your English language teacher?
19 responses
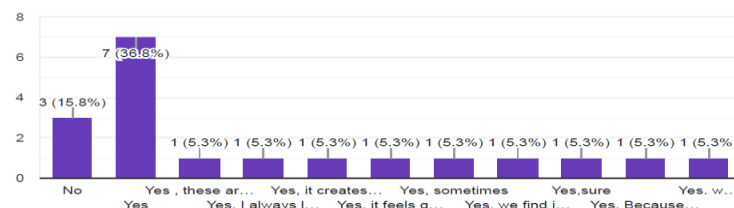
The fun and learning method is always praiseworthy where students mind is relaxed and energetic and ready to accept things or new learning. This method involves kinesthetic, auditory and visual, and when students perform or play games, it involves visual, auditory kinesthetic.

In question no fourteen, seventeen students agree in playing games and learning, and two students disagree. The views of the students follow:

i. Yes, it creates interest.

ii. Yes, these are within the chapters only.

iii. Yes, sometimes.

iv. Yes, we find it interesting to answer questions.

v. Yes. The student believes it helps him to strengthen the topics for the tests.

vi. Yes. We learn a lot from these involvements.

vii. Yes, The student always loves to get involved in the class.

viii. Yes, it feels good.

15- The Students commit errors while saying English. Is your teacher corrects the mistake in a soft voice?

19 responses
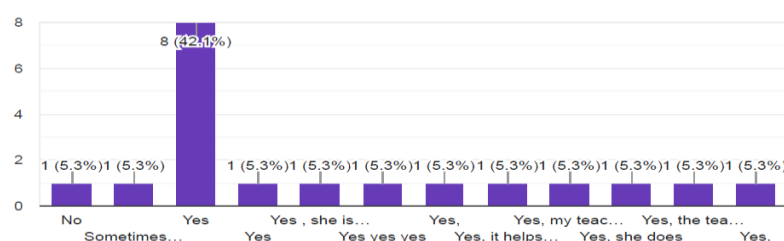
In this question, no fifteen– 95% of students prefer that their teacher correct them immediately but gentle and soft.

9. Conclusion and recommendations

It is observed from the above survey reports that both NLP and Desuggestopedia are proven be perfect approaches to design English classroom activities at secondary level. It is because NLP involves the pattern to deals with human behaviour and mind. At the same time, the salient features of Desuggestopedia are connected with the same tenets of NLP. English language classrooms which are full of sportive, fun, artistic, group and relaxing activities will definitely lead to the curiosity of the learners to develop natural inclination to learn and use the language. In addition, physical support; involving students in projects leading to language learning; encourage to overcome stage fright by giving demonstrations and effective use of body language; and sharing ideas, feelings and emotions lead to both behavioural and cogntitve development of the learners. The English language teachers have a major role in researching how to make their classroom activities interesting on this basis. This is one of the suitable alternatives to the so called rote learning system.

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