

Can Technology Assisted NLP create interest among students in Spoken English? – An Experimentation

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Abstract - The main objective of this study was to study the effect of Psycho NLP strategy on creating interest of the rural students in their Spoken English. School students were not able to speak properly and they form wrong sentences in English (Ranjan, 2013). It is in this context, this experimentation was set to carry out with 24 rural-government school students of IX std.. Single group pre test and post test design was adopted for this study. 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 interest of the students on Spoken English was assessed with Spoken English Interest Scale (SEIS). The result of the study revealed that the Technology Assisted NLP sustained the interest of the students on Spoken English.

Keys Words: *Technology Assisted Neuro Linguistic Programming (NLP), Spoken English.*

I. INTRODUCTION

A century of British rule in India made English gain popularity of a language of power, prestige and convenience (Bhaskaravao, 2002). British Government in India set English as the medium of education for schools and universities in 1835. A century of British rule in India made English gain popularity of a language of power, prestige and convenience (Bhaskaravao, 2002). Even after independence, English continued to be a status language. The contemporary position of English in India revealed that English Language Teaching as a second language happens to be at all levels of education. At present, English Language Teaching is enjoying the status of new discipline and has gained due recognition in educational programmes cited by Ramganesh and Milton (2016). Reddy (2012) is also of the opinion that English is the language of knowledge, science & Technology, Language of liberal and modern thinking, a window to the world, a Library language and the Language of reason. 750 million people use English. Half of the world’s scientific journals and periodicals are in English. Almost 80% of the information stored in this word is in English. Mails and other mode of communications are preferably done in English. English is considered to be a language of the planet (Mohanty, 2012). In this modern world, people also want to acquire speaking skills of English by means of coaching centers and Spoken English classes. According to a survey of 2012, quoted by

David (2013) recently, only 4% of the Indian population is using English. It is imperative to think of the rest of the population and make them to learn English language. This ideology made the researcher to think deeply and take care of 96% of learners especially from rural areas who are at the need of the hour. It is said that pupils at rural schools were not trained properly to listen, speak, read and write. The major cause for the language deficiency of rural learners are students’ low self esteem, lack of motivation to the learners, insufficient materials at schools, overcrowded classes and insufficient materials to the learners, colonial mindset, inefficient teachers, and imported methods of teaching (David, 2013).

The major challenges in India regarding English language learning are rural background, undeveloped areas, tribal background, economically backward society, uneducated families. Singh (2010) stated that students at high schools and colleges were not even able to fill the application form in English. Students could not write even a formal letter and they try to manage with limited vocabularies. Clever students check spelling with computer (Ranjan, 2013). Learning difficulties at childhood may also provide traumatic learning experience (Dilts & Epstein, 1995). Their learning difficulties in English learning at childhood could be taken cognisance of. So, English language learning needs to be strengthened at school levels so that improvement would be found at college levels. Thus,

school students were taken cognition for the present study to develop their spoken English. Betagari (2013) pointed out that teaching was one of the main reasons that affected communicative skill of the rural learners. It is suggested to evolve a new strategy or techniques for developing spoken English (Mohanty, 2012). James (1996) pointed out and recommended Neuro Linguistic Programming (NLP) that believes to develop flexibility to learn through several different strategies instead of using rigid one. NLP tries to create and provide tools to help people learn through different strategies and it provides tools and techniques with which educational excellence could be achieved and maintained (Surmall, 2010). Thus, NLP found to be effective in Education was identified as a new strategy and taken cognizance in the present study.

NLP techniques has been successfully applied in management, medicine, sports, business, law, and education (Karunaratne, 2010; Tosey, Mathison, & Michelli, 2005) but education especially "Teaching" in this world is highly regarded as noble profession since it is educating and generating the future citizens hence integration of NLP in the field of education is essential (Ramganesha & Milton, 2016).

Neuro Linguistic Programming improved the effectiveness of English language teaching (Milroad, 2004). Adopting of NLP principles in language teaching made the language teacher more efficient (Zorica, 2006). The result of the study conducted by Saman (2006) on the effective ways of teaching and learning English through NLP Techniques indicated that NLP helped students to overcome anxiety, unpleasant situation and to create a positive atmosphere and to encourage them to reach their goal in their life cited by Ramganesha & Milton, 2016. Knowing the inter-relative effectiveness of NLP, the researcher identified NLP for improving Spoken English along with the integration of Technology. It is in this context, the researchers made an attempt to develop a model for developing Spoken English using technology and NLP. 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.

II. A BRIEF DESCRIPTION ON THE UTILIZATION OF THE NEW STRATEGY 'TECHNOLOGY ENABLED PSYCHO-NLP'

The class started causally after the greetings of the students when the researcher entered in to the classroom. The researcher also greeted the students. Then the researcher made a causal talk with the students. Students also interacted freely since the researcher was motivating the students to interact without any fear that made the students comfortable.

The researcher had a plan, for example, to teach present tense by which the students could be taught to frame simple sentence and speak in English. The investigator, first of all taught one sentence using simple present tense. For example, Kumar writes a letter. The researcher asked to change the subject with other noun like Shells writes a letter, then with all other conjugation. Now student felt easy and happy to repeat and frame new sentences in English easily. After giving this confident the researcher asked the students to close their eyes to visualize and as though they were speaking in English with simple sentences using present tense. This visualization was guided by the investigator. The investigator guided the students with fantasy of speaking in English in their imagination because it refines their outcome of 'speaking in present tense' by giving imagination. It energies the students vigorously to achieve their imagination (Bavister & Vickers, 2004 and Saman, 2006). This is called 'Visualization Technique' in NLP.

The researcher, after setting the goal of the particular day of the class, started to establish rapport with the students, the second principle of NLP, by mirroring and matching. Creation of rapport was possible through suiting our communication and body language with the students, which is recommended by Bavister & Vickers (2004). So rapport was created with the students by matching their words and language, for example asking the students one question and repeating the answer to say 'correct', 'good' or to modify for better answer along with matching their gesture.

The researcher asked the students some questions regarding the present tense to check if they were toward learning present tense and able to frame simple sentence using present tense. If the students are not able make simple sentences and struggle. So teachers are requested to be keen on sensing the academic improvements. The researcher also was very sensitive to observe if the students were moving towards the goal of the class. If not, it would be reflected through verbal or non verbal cues of the students. Thus the researcher was very keen in observing the class. This is called 'Sensory Acquity or Sensory Awareness' in NLP. When the students felt difficult to frame sentences using present tense, the researcher was flexible to understand their preferred learning style and teach with other method by which the researcher adopted the fourth principle of the NLP called 'Flexibility'.

The researcher in between the teaching used the NLP techniques systematically. The researcher, while teaching impressed the students by 'positive affirmation' technique using words like 'you can speak in English', 'well', 'good', 'you are speaking well in simple sentences'. The researcher used the 'reframing technique' when they have negative attitude towards English and they felt difficult to learn Spoken English. The class was interesting and easy to handle the students. In this context one lesson plan model is

provided here to understand the integration of new strategy oriented teaching.

New teaching strategy based Model lesson Plan

Lesson Plan

Class : IX

Subject : English

Topic : Forms of Tenses

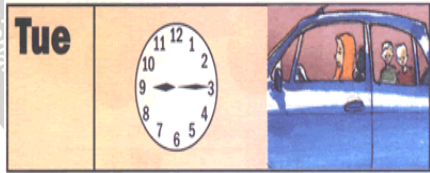
Unit : Simple Present Tense Form

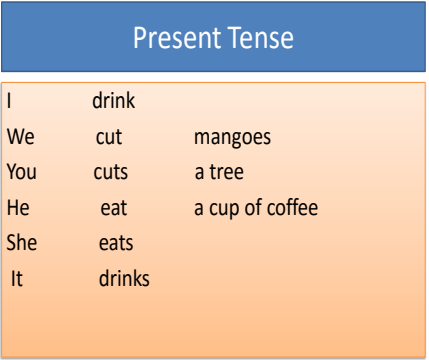
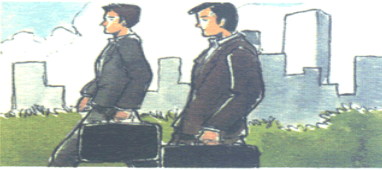


Objectives:

- To make students acquire the knowledge of rules of Grammar
- To help students frame simple sentences
- To make students understand the difference among present, past and future tenses
- To enable students speak simple sentences
- To enable students develop the learners’ proficiency in English

III. TEACHING AIDS

Power Point, Videos, Animated words and pictures and chart, Chalk and Black Board.

Teacher Activity	Teaching Techniques/Aids	Student Activity
Teacher enters into the classroom with enough preparation to teach Simple Present Tense (Out Come – NLP Principle) and responds to the greetings of the students ‘Good Morning’.	Motivation and reinforcement	Students stand up to greet the Teacher conventionally
Teacher silently stands for a few seconds giving equal weight on both legs to bring the attention of the learners.	NLP Technique	Students are silent
Teacher initiates a casual talk to bring the mind of the students into the classroom and carefully watches the body language, eye movements, breathing of the students to build a rapport with the students. (Rapport – NLP Principle)	Rapport creation Technique called ‘mirroring and matching’	Students interact freely with the teachers
Teacher gives brief explanation on the meaning of the word ‘Tense’ in different languages. For Example: Teacher teaches the equivalent words indicating Time . In Hindi – ‘Kaal’ or ‘Samay’ which means time. In Malayalam – ‘Samayam’ or ‘Kalam’ which means time.	Teacher shows picture in the power point and uses black board to explain it better. 	Students eagerly listen.
Teacher slowly and gently asks the following questions to recollect the previous knowledge of the learners on simple present tense.	Tr. orally asks the questions and write in the blackboard	Students answer for the first question ‘3’ in Tamil and for second question students think and answer.
How many Tenses are there in Tamil? How many Tenses are there in English? Teacher gives positive feedback (Positive affirmation -NLP Technique) and encourages the students Can you name the first three Tenses? You are all interested in English. You can learn easily. You can speak in English with simple sentences.	Positive affirmation -NLP Technique Shows three fingers Positive affirmation -NLP Technique	Students answer present, past and future. Students listen eagerly Students felt encouraged
Introduction of the subject Now teacher slowly introduces the subject - simple present tense Teacher to sets out the outcome (learning simple present tense) in the mind of the students. Teacher asks the students to close	Visualization - NLP technique Power Point on “Present Tense” And uses the Black Board if necessary	Students follow the direction of the teacher exactly.

<p>down their eyes and gives positive affirmation for visualization as though they are learning & speaking English well and They are able to frame and utter simple sentences.</p>	<p>Related power point animated exercises.</p>	<p>Students watch, listens and feels to learn it.</p>						
<p>Teacher displays Present Tense and explains it.</p> <p>Affirmative Form Ex. I write a letter. We write a letter. You write a letter. He, She, It writes a letter. They write a letter.</p> <p>After teaching Affirmative form of the Simple Present Tense, then the teacher uses the substitution table to teach the tense forms.</p> <p>I drink We cut mangoes You cuts a tree He eat a cup of coffee She eats It drinks</p>	<p style="text-align: center;">THE PRESENT SIMPLE TENSE</p> <p>AFFIRMATIVE: write</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>I YOU</td> <td>Write</td> </tr> <tr> <td>SHE HE IT</td> <td>WriteS</td> </tr> <tr> <td>WE YOU THEY</td> <td>Write</td> </tr> </table> <p>Related power point animated exercises.</p> <div style="text-align: center;">  <p>Present Tense</p> <p>I drink We cut mangoes You cuts a tree He eat a cup of coffee She eats It drinks</p> </div> <p>Flexibility - (NLP technique) Teacher maintains flexibility to teach with other methods and techniques the students who still do not understand it properly.</p>	I YOU	Write	SHE HE IT	Write S	WE YOU THEY	Write	<p>Students clarify their doubts and answers eagerly.</p> <p>Students listen and answer carefully.</p> <p>Students made 12 sentences and teacher helped the students to frame the rest of the sentences.</p> <p>Students feel free to ask question to understand better.</p>
I YOU	Write							
SHE HE IT	Write S							
WE YOU THEY	Write							
<p>Exercises Showing pictures and asking students to describe it. (Individual care based on their sensory system is done .Teacher maintains flexibility.) (Pictures like walking, dancing, sleeping,</p>	<div style="text-align: center;">  </div> <p>Animated Power point Projection Positive Feedback / Affirmation (NLP technique)</p>	<p>Students gets motivated</p>						
<p>writing, swimming, etc. so that students can frame simple sentences like</p> <p>He walks She dances The dog sleeps He writes etc.</p>	<div style="display: flex; justify-content: space-around;">   </div> <p>Teacher uses Black Board and Power Point presentation</p>	<p>Students watch.</p>						

<p>Negative form Teacher teaches the Negative Form of the Present Tense Ex. I do not work We do not work You do not work He does not work She does not work It does not work They do not work</p> <p>Teacher conducts exercises by showing Pictures and Fill in the blanks activities</p> <p>Showing pictures and asking students to describe it.</p>	<div data-bbox="596 170 991 237" style="border: 1px solid red; background-color: #c00000; color: white; text-align: center; padding: 5px;"> <p>THE PRESENT SIMPLE TENSE</p> </div> <div data-bbox="596 253 970 528" style="border: 1px solid lightblue; background-color: #e0f7fa; padding: 10px; margin: 10px 0;"> <p>I do not work We do not work You do not work He does not work She does not work It does not work They do not work</p> </div> <p>Teacher maintains flexibility to teach the students who still do not understand it properly. Individual care is given on the basis of their sensory system and teaching is done with other methods and techniques.</p> <p>Power Point Presentation</p>	<p>Teacher clarifies their doubts.</p> <p>Students raise their doubts freely and get clarified.</p> <p>Students gets encouraged</p>
<p>Question and Answer Form Then teacher teaches 'Question and Answer Form' Ex. Do I work? Do We work? Do You work? Does He work? Does She work? Does It work? Do They work?</p> <p>Teacher teaches how to answer. Yes. I work. No. I do not work.</p> <p>Yes. We work. No. we do not work.</p> <p>Yes. I work. No. I do not work.</p> <p>Yes. He works. No. he does not work.</p> <p>Yes. She works. No. she does not work.</p> <p>Yes. It works. No. It does not work.</p> <p>Yes. They work. No. They do not work.</p>	<div data-bbox="576 734 1007 972" style="border: 2px solid #a52a2a; background-color: #ffe0e0; padding: 10px; margin-bottom: 10px;"> <p>Do I work? Do We work? Do You work? Does He work? Does She work? Does It work? Do They work?</p> </div> <p>Substitution table</p> <p>Yes. I work. No. I do not work.</p> <p>Yes. We work. No. we do not work.</p> <p>Yes. I work. No. I do not work.</p> <p>Yes. He works. No. he does not work.</p> <p>Power Point Presentation</p> <div data-bbox="576 1581 999 1850" style="border: 1px solid #e6b800; background-color: #ffcc00; padding: 10px; margin-top: 10px;"> <p>Yes. She works. No. she does not work.</p> <p>Yes. It works. No. It does not work.</p> <p>Yes. They work. No. They do not work.</p> </div> <p>To explain better, teacher uses black board.</p>	<p>Students listen carefully</p> <p>Students feel free to ask question</p> <p>Students listen carefully</p> <p>Students stand up and make a few sentences.</p>
<p>Showing pictures and asking students to describe it.</p>	<p>Teacher maintains flexibility to teach the students who still do not understand it properly. Individual care is given on the basis of their sensory system and teaching is done with other methods and techniques.</p>	<p>Students listen carefully.</p> <p>Students feel encouraged.</p>

Recall Activities in the classroom

The researcher showed pictures and asked students to describe it again. Pictures like walking, dancing, sleeping, writing, swimming, etc. are displayed to the students so that they can frame simple sentences like he walks, she dances, the dog sleeps, he writes etc...

Follow up Activities at home

1. Frame sentences using the conjugation with the following verb
2. eat 2. kill 3. draw 4. give 5. wash

OBJECTIVES OF THE STUDY

1. To find out the Technology enabled psycho NLP create interest among the students in their Spoken English.
2. To find out the significant relationship between Spoken English of the students and their interest towards Spoken English.

Hypothesis of the study

1. Technology enabled Psycho NLP strategy creates interest among the students towards learning Spoken English.

2. A significant relationship exists between Spoken English of the students and their interest towards Spoken English.

IV. RESEARCH DESIGN

The study was conducted with rural students of std.IX studying Government school. This experiment adopted single group with pre test-post test research design. One section of 34 students were taken for the conduct of experimentation but only 24 students who were regular to the experiment were considered for this study to control the threats and validity of the experiment. The experiment was conducted for 21 days. Before and after the experimentation, interest of the students on Spoken English was assessed with Spoken English Interest Scale (SEIS).

V. RESULT AND DISCUSSION

Hypothesis : 1

Technology enabled Psycho NLP strategy creates interest among the students towards learning Spoken English.

The Wilcoxon test was performed to find out the significant influence of Technology Enabled Psycho-NLP strategy on the interest of the students towards learning English.

Table 6.T 13 Spoken English difference before and after the treatment

Experimental Group	N	Mean	SD	Percentiles			Z	P
				25 th	50 th (Median)	75 th		
Interest Pre-test	24	20.13	1.985	19.00	20.00	22.00	-2.134	0.033
Interest Post-test	24	21.29	2.694	19.00	21.00	22.00		

The p value 0.000 with Z= -2.134 derived from Wilcoxon signed rank test clearly explained the existence of a significant difference among students with regard to Spoken English. Mean value '21.29' of the students' interest in their English language learning after the

treatment was not much higher than that of the before treatment. This showed that interest of the students in English language learning was similar equal in pre - test and the post - test. Hence the hypothesis was accepted. This indicated that the new strategy sustained their interest.

Table 6.T.14 Positive and Negative ranks of the students in the interest of English language learning

Groups	Ranks	N	Mean Rank	Sum of Ranks
Experimental Group	Negative Ranks	5 ^a	-11.00	55
	Positive Ranks	16 ^b	11.00	176.00
Interest pre - test - post - test	Ties	3 ^c		
	Total	24		

- a. Interest Post - test < Interest Pre - test
- b. Interest Post - test > Interest Pre - test
- c. Interest Post - test = Interest Pre - test

From the above table 6.T.14, it was found that 16 students had got positive rank in the interest on the English language learning compared with the pre - test and post - test. It was found that 5 students had got negative rank. Only 3 remained unchanged in their interest on English language learning.

Hypothesis: 2

A significant relationship exists between Spoken English of the students and their interest towards Spoken English.

Table 6. T. 17 Correlation between Spoken English and Interest

Correlations		v2	v4
Spearman's rho	v2 Correlation Coefficient	1.000	.460*
	Sig. (2-tailed)	.	.024
	N	24	24
	v4 Correlation Coefficient	.460*	1.000
	Sig. (2-tailed)	.024	.
	N	24	24

*. Correlation is significant at the 0.05 level (2-tailed).

From the table 6.T.17, the correlation coefficient (rs) value 0.46 with $p=0.024$ from Spearman's rho correlation coefficient revealed that the existence of correlation between Spoken English and Interest towards English language learning at 0.05 level of significance. It was inferred from the rho correlation that there was a good agreement between Spoken English and Interest towards learning English.

Findings of the study

1. The correlation co-efficient revealed the existence of relation between Spoken English and Interest of students towards English language.
2. Technology enabled Psycho NLP strategy sustained the interest of the students towards Spoken English.

Educational contribution of the study

1. Since this model based on the principles of NLP such as outcome, rapport, sensory acuity and flexibility along with NLP techniques, it leads the class smoothly.
2. The NLP strategy is integrated with appropriate Technologies.
3. The strategy influenced the students to sustain their interest towards learning English.
4. It is a contributive study of NLP with a positive outcome that adds credit to the NLP field.
5. Since this study is rooted in teaching, it paves the way for the further researchers of NLP integration in teaching.
6. The positive result of this experiment was considered to be a special contribution to the field of Spoken English.

VI. CONCLUSION

Neuro Linguistic Programming is the next generation psychologically. It is considered New learning paradigm and new language of psychology (Kunjvaru, 2012). So NLP oriented teaching is the need of the hour and this study throws light on the importance of the integration of NLP in Teaching and Learning process.

The present study contributed to develop a new strategy for teaching spoken English to the students with NLP principles (Outcome, Rapport, Sensory Acuity/Sensory Awareness and Flexibility) that creates interest among the students on Spoken English a conducive atmosphere for the students to learn freely and more appealing to the students.

As stated by many researches, the outcome of the NLP integration in teaching and learning, is highly positive. The result of present experiment also strongly recommended that the new strategy 'Technology enabled Psycho-NLP' has contributed a lot for creating interest towards learning Spoken English among the students of std.IX. It would be imperative to consider the modest efforts taken by the researchers to make Psycho NLP as one of the teaching strategy of teaching English.

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