

Effective Mentoring with Nuero Linguistic Programming; An analysis of pedagogical practices with NLP tools.

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Abstract

Mentoring and coaching are the evolutionary terms that have emerged recently from educational pedagogy but both have also undergone a sea change of definition and practices .Mentoring is rapidly gaining attention not just in educational upbringing but also in corporate intelligence, entrepreneurial wisdom ,sports and humanities lineages, administration and business operations etc. Even peer mentoring and early mentoring practices are being designed for various future leadership perspectives. NLP or the Nuerolinguistic Programming goes hand in hand in shaping mentoring process as it deals with certain tools and techniques that construct strong pillars of mentoring such as neurological levels ,rapport , Milton model ,the representational systems, the “VAKOG” ,creating “SMART “ goals ,outcomes and many such strategic moves that aid in the process of mentoring . Neuro-Linguistic Programming (NLP) has become very popular over the past few years and in some ways its growth is found in the pedagogical approaches. This paper aims is to analyse the basic concept of NLP and its intervention in teaching learning methods which would also include the aims and objectives, the backdrop of the study, with its importance of the study and the justification of the need of NLP in mentoring process. As the process of mentoring is a highly skilled action, the specific skill driven tools can serve to become very effective to be adapted and used for a fine execution of a desired mentored goal or outcome. The paper shall feature progressive NLP mentoring techniques that are contemporarily practiced and governed by NLP therapists.

Keywords: NLP-Nuerolinguistic programming, mentoring, neurological level, mentee, protégé, goals, outcome, anchors.

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I. INTRODUCTION

The present learning system ,needs a transformation from the stereotypical teaching and learning skills, which is not enough to keep the learners attention to learn while numerous distractions that have surrounded them. The need of the hour is to guide them in correct manner as well as teach them how to be independent learners. In order to be enhancing value based learning which is indeed a herculean task, it needs specific skills to be incorporated successfully. Thus the approach of the facilitator is more than a mere instructor while being a trainer as well, is more practical and effective way to accelerate their learning process in particular in addition to their being aware of the required skills for improvement in education in general. At the outset, NLP has many applications in the field of teaching that can help teachers while they are instructing students, (Woolway & Harwood, 2015). Neuro-linguistic programming (NLP) is an method to the mental development and works as a therapy, which is developed by John Grinder and Richard Bandler in California during 1970s.A learner is able to hone these techniques and implement it in his day to day life through the experience that he gains .The founders of NLP Bandler and Grinder also are of the view that NLP techniques can be used as a “model" for individuals with special needs and can be used. The students of the present times are overburdened with not only the curriculum but there are many psychological disorders that they have as they grow. These disorders need attention for it helps them to resolve their issues. It is said that through NLP the problems like fear factors, depression and many other auto immune diseases.

In addition to this, NLP works in training some aspects of the brain and the process of training the minds is time consuming to teach than is usually understood. The concept of NLP is farfetched though did not find its place and application as in the present scenario. The Neuro linguistic programming has its own criticism

as there are cynical individuals who defy and disbelief the application and use of it in the general class and how it can be used as an important factor in self-improvement.

NLP basically is a study of psychoanalytical behaviour so in the present scenario of turbulence it becomes more compatible to the classroom scenario where the various tools of NLP is applied and the students can be motivated and elevated from a state of confusion to a state of confident approach.

NLP helps in bringing about a change in the minds of the students. They are able to balance between emotional quotient (EQ) and intelligence quotient (IQ) Interpersonal communications is an essential aspect which is to be inculcated among students. Thus NLP can be used as a model to develop the IP skills as it is believed that language acquisition has a strong interconnection with the mind as it's the brain that captures the signals and the stimuli is created through which the verbal message is spoken. Apart from that it also has an influence in the behaviour configurations adopted through day to day experience. Hence it can be said that there is an interconnectivity of behaviour and language usage which builds ordinary individuals with extraordinary skill sets. This paper aims to analyse and emphasises on the experiences of the students who are taught to implement the cognitive behaviour of NLP. The Linking Criteria technique (LCT) is the one in which the teacher at first needs to find out what is of paramount interest to the students (known as Highly Valued Criteria) .Once they understand the most important point of interest of the students then they work by emphasizing on those aspects. (Alroudhan,2018) This is one of the many techniques that is used to coach the students. Motivation is one of the criteria which are essential for the learners of second language and NLP plays an important role as it touches upon the behavioural pattern of students and also can analyse the various aspects which is best applicable for students. The basic thing which one has to focus on is to use the language in such a way that it triggers the young minds to encapsulate and learn what is to be taught. Through this the learning takes place not as a compulsion but through acceptance. In its essence, NLP coaching involves developing and moulding states, encouraging learning, and enhancing the internal representations of learners to direct them towards the desired outcome (Bandler & Grinder, 2012). NLP can be used as a technique that can help teachers develop a purposeful interpersonal relationship with students and direct their motivation and efforts towards the desired outcome (Kong, 2012).

The present scenario has given much importance to research, there are paradigm shifts in the approaches to learning which have been identified out of which the focus is more on the psycho analysis aspect of it. It is been observed that, students have started to develop an increasingly negative attitude towards learning. So consequently teachers are expected to bring about a change in the teaching process to make it interesting as well as establishing a rapport between learners and teachers. In such a backdrop NLP has largely become an indispensable component of the learning process in the present scenario.

Literature Survey

The applicability of NLP has taken the concern of many researchers. It helps in building up value based learning for which the learners need to be motivated to value the learning. (Kong & Farrell, 2012).

It's a fact the learning the English language has ever since its inception has been challenging both the part of the teachers as well as the students. The teachers make several attempts to their best possible abilities but students are quite resistant to lean a language that is not first language. But nevertheless despite the resistance yet due to the advent of technology learning English language has become much acquired subject as the digitalisation calls for the language learning. In these competitive scenarios it brings some kind of frustration in the minds of the students. As they have to be in the race and would leave no stone unturned in this respect. In order to drive out the frustrations and to make their learning approaches compatible NLP does play a vital role .Thus the inclusion of NLP in the classroom setting could provide effective communication and can facilitate the process of learning with better understanding. Such a learning environment is considered more motivating and alluring for the learners and to overcome the issues arising from the common practice of teaching, generally witnessed in any English Language class. A study of the relationship between NLP and English language teachers' success at a high school showed a significant correlation between NLP and the attributes of successful teachers (Pishghadam et al, 2011). Moreover, NLP adds to the holistic development of the learners who at times is engulfed with various inhibitions and is apprehensive to learn the language because of oral apprehensions and fear. In addition to this, NLP builds in various tools which can understand the minds of the learners and make them feel at ease to grasp a subject. Each learner has an inbuilt capacity to learn. The teaching methodology has to be more approachable and friendly. NLP helps in analysing the learning capabilities and identifies with it that which of the tools would best work for the students. The facilitator also is supportive as there are various learning abilities that the students have Based on their learning abilities the facilitator tries to build in a congenial environment so that learning becomes an interesting process. Students who are apprehensive regarding learning English can be more adaptable by the development of the strategies that help them in learning effectively.(Smernoff, Mitnik, Kolodner & Lev-ari, 2015).

The NLP Techniques are broad areas which the practitioners through their permutations and understanding the learning capacity try to implement these techniques.

Among the various techniques anchoring is one such tool where the facilitator is well equipped with its understanding and anchors at that point and the emotional state of the student is considered. This motivates the student to learn with interest. As each student has the ability to learn in his own way of perception so once the facilitator understands the anchor point of the student it becomes easy for the facilitator to bring him to a state of understanding better

Rapport. Building rapport as the word suggests is an important method that can be used by the one who is trained in NLP who makes an attempt to amalgamate mental behaviours and the response is monitored. They take note of communicating by being empathetic.

Switch Pattern. This is another important NLP technique that includes the state of behaviour where the prospective individual is to a state where he would like to be. This technique helps in bringing about a change in the level of mental states from a state of sadness to happiness.

Visual Kinaesthetic dissociation (VKD). The visual-kinaesthetic dissociation (V/KD) protocol (as discussed below) is used to drive out the fear from an individual's mind Basically this approach helps to drive away the apprehensions of students as well as the phobia of not learning a subject that is out of their comfort zone.

Purpose of the Study

This qualitative study which is basically done to realise that NLP being an emerging area so can be implemented while teaching language to the EFL students. As it touches upon the minds of the students and can motivate the student to develop interest in the subject.

The very concept of NLP is to be experimented on the learners as these learners are very much driven by their psychological instincts and mental setup. As this study touches upon the understanding of the individuals so it becomes easier to understand and build rapport with the learners which is one of the basic aspects of NLP.

This concept of NLP was chosen so as to understand NLP works on individuals to motivate them to learn a language for which there is a resistance among students

- How can NLP be practised and implemented in language classes?

Research Methodology

The present study uses both primary and secondary research. The conceptual framework is developed on the previous research studies. The scholarly journals and researches which were taken up to validate the hypothesis that if NLP helps in building rapport and motivation then can it be possible to implement the same with learners who are not ready to learn what the teachers impart.

NLP has a pivotal role in helping the learners to be more adaptable. This approach has an impact in the EFL classroom settings, as it can be used to help the learner to achieve at its best.. NLP can also be incorporated for classroom instruction. One can use it in classroom by having a understanding on the gestures and making it more application oriented. (Richards, & Rodgers, 2014). This approach of intervention also helps the individuals to build and let go off their assumptions which can be replaced by being more related to their own perceptive qualities.

Conclusion: This paper basically based on the importance of the incorporating NLP in the practice of teaching language. This topic was chosen due to the researcher's belief and lived experience in academics .As a matter of fact students have certain presumptions of learning a language which is not their native language. Somehow it is observed that they feel alienated towards learning English. So this technique can make a noticeable change in students' learning experience. NLP gives the mentors and the learners the autonomy of developing solutions and techniques that they can use with flexibility to the responses that they get from the learners..

However, the paper is a conceptual paper and aims at bringing about the significance of NLP. In addition, the fact that the NLP is a concept which is to be understood and a training is required both on the part of teacher's who are necessarily not language teachers but have knowledge of it. For more effective results, it is recommended to integrate the NLP technique with English teaching classes. This concept is to a certain extent quite new and has not been incorporated but it's a prospective concept which would give both the learners and teachers a better understanding with a more collaborative learning scenario.

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