



Blended Learning Based Activities with the Acquisition of Neuro-linguistic Programming (NLP) and English as Second Language (ESL): A Case Study

By

Mr. Asiqur Rehman,

Ph.D. Scholar in English, Dept. of HSS, C.V.Raman Global University, Bhubaneswar

ashikrahaman786@gmail.com

Dr. Pragyan Pattnaik,

HOD in English, Dept. of HSS, C.V.Raman Global University, Bhubaneswar

hod_hss@cgu-odisha.ac.in

Abstract

*The various linguistic, pedagogical, socio-cultural challenges, online classes and blended learning impact English as Second Language (ESL) learners. Hence, ELT methodological studies always attempt at including techniques and skills that might help overcome these challenges of language acquisition. This research work critically studies the NLP models and their applications in this context. Then, it focuses on how they can benefit English learners in multilingual and multicultural set-ups to acquire ESL suitably. At first, it aims at an intensive study on how the features of NLP in coordination with ESL environment in Hybrid or Blended learning. Blended learning are often effectively utilised in teaching ESL, simultaneously identifying gaps and problems related to the online educational system, and then develops ideas based on data analysis to help solve learners' difficulties like lack of motivation, comprehension and negative attitudes which are usually noticed in ESL classes. The research activities have been conducted in the hybrid, or online mode in one of the school in Bhubaneswar, India, utilising the features of **Blended learning** alongside NLP, seeking to point out how applying these strategies and techniques can help improve the particular state of English teaching and learning in the schools. More specifically, the study aims to show how teachers and learners often benefit from this to realise their goals. The survey's outcome utilising both approaches shows that students like visual, auditory and kinaesthetic sequences to learn the language. Additionally, they are curious about sharing their experiences in front of the camera same as physical dramatising the classroom activities; making them musical and artistic; English teachers' friendly and funny or emotional attachments with classes are more suitable for developing communicative competence of the students.*

Keywords: ELT, NLP, ESL, Senior-secondary level students, multilingual and multicultural, Online Classes, blended learning, educational technology, Hybrid

1. Introduction

The various experiments on language acquisition in multicultural, multilingual, and online/blended set-ups like India. Traditional styles and approaches have been made use in classrooms. English syllabus at council situations is designed to support cerebral, socio-artistic, and communicative surroundings. Bloom's taxonomy, Vygotsky's proposition and learner autonomy, blended approach and numerous other effects are considered. During this environment, then during this exploration, an experimental approach was designed,

keeping features like NLP and Blended Learning in the background to work out the training interest among ESL senior-secondary students.

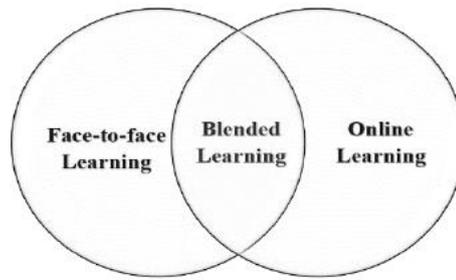


Figure1. Blended learning environment

1.1 Blended Learning (BL):

Blended learning and English teaching and learning have increased as researchers have looked for ways to use this educational model to teach English as a second/foreign language (ESL/EFL). Blended learning could benefit language learners over traditional teaching approaches. A portion of these advantages incorporates creating language students' independence, giving more individualised language support, advancing cooperative getting the hang of, expanding understudies' collaboration and commitment, giving chances to rehearse the language past the class settings, and further developing language students' language abilities. The blended approaches base their pedagogy on the assumption that there are inherent benefits in face-to-face interaction (both among learners and between learner and instructor) and the understanding that there are some intrinsic advantages to using online methods in their teaching. These factors are teachers' positive or negative attitudes toward technology use, learners' proficiency levels, training, teachers' and students' accessibility to technology, and cost. These factors are vital in implementing a blended learning approach in language classrooms.

1.2 Neuro-Linguistic Programming (NLP):

In 1970, the two settlers proposed Neuro-Linguistic Programming (NLP), videlicet Richard Bandler, an expert in mathematics and computer, and John Grinder, a linguistics professor. It helps in communication and individual development fashion among directors, coaches, sales associates, counsellors, attorneys, etc. The various experiments prove that NLP gives people the prospect of making themselves excellent language learners. It analyses the entire mind-body system of a person's connection between inner development, language and gesture. The foremost pivotal aspect is to assay the innards and external experience of human gesture, language and communication. It deals with cognitive processes and helps assay the interior internal conditioning like thinking, remembering, perceiving and learning. This is frequently related to mental studies, which unravel literacy problems and influence cognitive conditioning.

2. Statement of the problem

Learning has become a challenging job for students as pandemic has given a complete online learning system and a post-pandemic Blended Learning system for ESL/SLA. Students face to improve their skills of L-S-R-W; they commit many grammatical mistakes and lose interest. Many observations have been made by scholars/teachers that they develop a negative attitude towards learning. Teachers frequently accompany the standard textual explanations, submit assignments and patterns, performing in journal tests. The teachers do not make a scientific inquiry to affect their scholars' degree of learnability. The teachers developed different ways and styles to determine an honest relationship among the learners, the teachers, and the teaching-literacy system to deal with this negativity. Most teachers never thought of using NLP in online/blended classroom activities and never acted as facilitators. They do not know that using applications of NLP and Desuggestopedia increases the efficiency of the training and teaching process. In recent days, with barriers and restrictions, ESL learners have faced many challenges such as:

- i. To learn in Blended/online mode during the post-pandemic struggling
- ii. Generation Z kids cannot learn with their knowledge of technology

iii. social-psychological barrier and post-pandemic health issues

iv. Restricted outside games, imbalance entertainment studies and fun missing

v. Regular practice of ESL is not appropriate at home.

vi. Negligence in Personality Development, Motivation, Attitude, and Aptitude.

3. Literature Review

Cifuentes & Shih (2001), in this study, the teachers explored the theory and practice of online instruction, corresponded as tutors to teach the English language and American culture, and reflected on their experiences. Taiwanese students practised English and exchanged cultural information. This research explores the documentation of the online teaching and learning experience to identify the benefits and limitations of online teaching and learning, online teaching strategies, and cultural aspects associated with cross-cultural collaboration.

Albiladi & Alshareef (2019), in this paper, review the research related to blended learning in English as a second/foreign language context. Blended learning is a relatively new field that combines traditional teaching approaches with distance and online learning. It is a promising idea linked to many significant areas such as teaching methodology, educational technology, online teaching, and learning. Blended learning in the ESL/EFL context has received much attention to teaching and learning English. Research shows that using blended learning instead of traditional or online teaching approaches alone benefits students' learning and the learning environment and enhances the English learning process, developing language skills and improving the English learning environment.

Dash & Rahaman (2021) present how NLP, in alignment with Desuggestopedia, can effectively teach ESL in the modern educational system. The observation from the survey on both approaches shows that students like the sequence of visual, auditory and kinaesthetic to learn the language and even they are interested in sharing their experience, dramatising the classroom activities, making it musical and artistic, and English language teachers' friendly and funny or emotional attachments with classes are more suitable for language learning.

4. Research questions

- i. Is it possible to develop tasks and classroom activities using Blended learning in alignment with the essential features of NLP in the senior-secondary level ESL students?
- ii. Will this attempt at helping us find out how NLP influences ESL teaching and learning in Blended learning?
- iii. Will this activity benefit both the teachers and, therefore, the students regarding teaching and learning of ESL within the long run of Blended mode?

5. Research objectives

- i. To term English activities in Blended learning by using NLP features in ESL Classroom.
- ii. To measure the effectiveness of NLP techniques on the teachers and learners of ELT/ ESL in Blended mode.
- iv. To watch if the techniques of NLP help ameliorate the efficacy of ESL acquisition in Blended mode.

6. Theoretical framework

The theoretical framework is grounded on the blended approach to the neuro-linguistic theory in connection with the first modes of data processing in visual, auditory, and kinesthetic (VAK), as Neil Fleming (1992) outlined. Also, Celce-Murcia (1991)'s effective humanistic approach outlining the part of students' feelings.

7. Research method and design

A mixed- system including both qualitative and quantitative exploration has been espoused during this research. The research design predates data collection by carrying Senior-secondary-level school students of different social backgrounds and societies. The questions are set on the essential principles of alternate literacy related to NLP, Desuggestopedia and Blended learning in two separate response sheets. A sampling method and experienced review have been used to choose the repliers of the research data.

8. Data Collection, Presentation and Analysis

The data was collected after the pandemic when students started learning in hybrid mode, some offline and some online.

8.1 VAK Survey Report

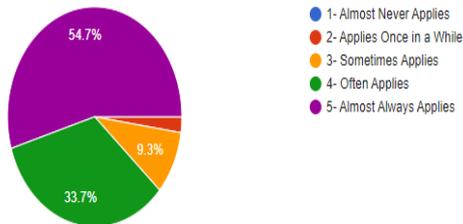
A survey on VAK was conducted, and in ODM Public School, Senior Secondary classes 11 & 12, 86 students participated through Google form. A diagrammatic representation of their information in response to the questions provided.

SectionOne-Visual



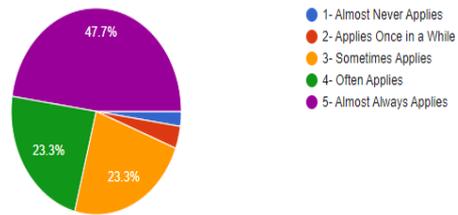
7. While recalling information, I can see it in my mind and remember where I saw it.

86 responses



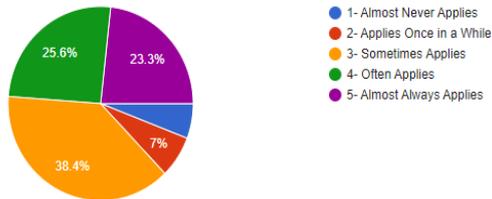
8. If I had to explain a new procedure or technique, I would prefer to write in English out.

86 responses



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

86 responses



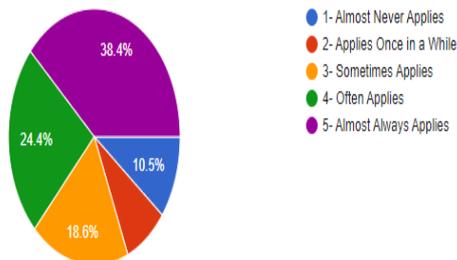
In the Visual part- one (86 students participated), nine questions were asked, in question no. 1,2,5,6 & 9 shows that pupils fall in the visual world, and in question no. 3, 4, 7 & 8, we can observe that students are more inclined to 'visual'. If someone is interested in seeing, that helps frame mental maps. There is a precise observation during the post-pandemic that students love pictures, presentations, videos and more pictorial presentations, which allows them to present their answers easily during their evaluations of grades 11 and

Section Two- Auditory

12.

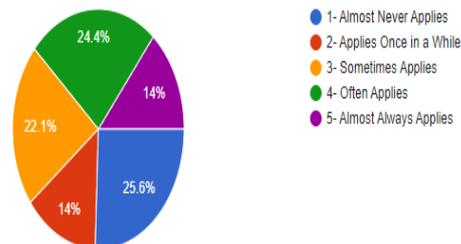
1. When I read English aloud, I move my lips to hear the words in my head.

86 responses



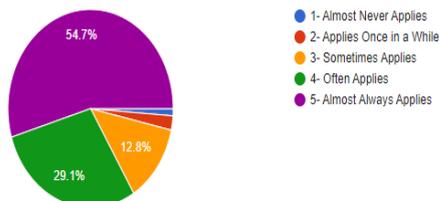
2. I do not take many notes, but I still remember what was said. Taking notes often distracts me from the English speaker in the class.

86 responses



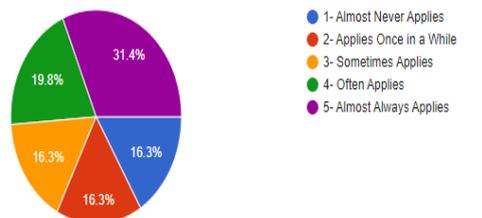
3. When reading an English novel or story, I pay a lot of attention to passages involving conversations, talking, speaking, dialogues, etc.

86 responses



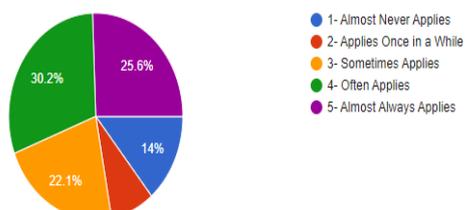
4. I like to talk to myself in English when trying to solve a problem.

86 responses



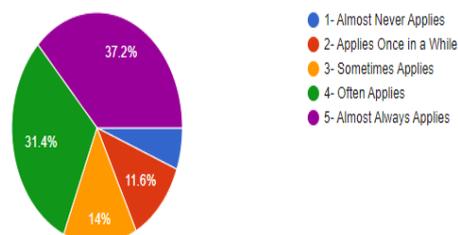
5. I can understand what an English speaker says, even if I do not focus on the speaker.

86 responses



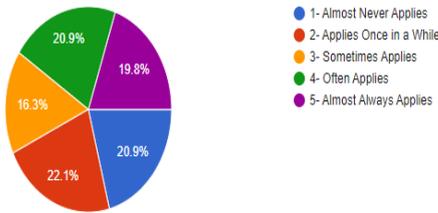
6. I remember English things more accessible by repeating them repeatedly.

86 responses



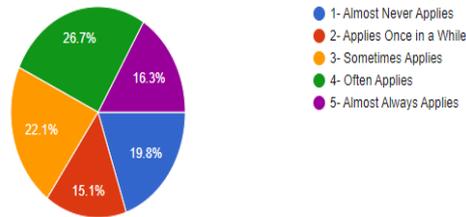
7. When I am at a party, one of the things I love to do is talk in English in-depth about a subject that is important to me with a good conversationalist.

86 responses



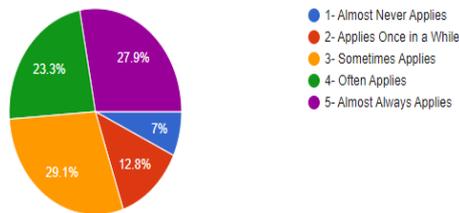
8. I would rather receive information from the radio, PODcast, rather than read an English newspaper.

86 responses



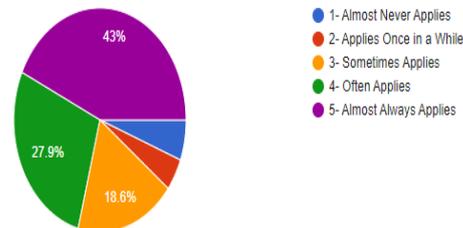
9. If I had to explain a new procedure or technique, I would prefer to talk in English about it.

86 responses



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

86 responses

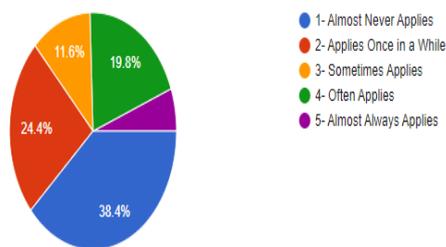


In the Auditory part- two (86 students participated), ten questions were asked, in question no. 2,7 & 8 show that students are in the auditory world, and in questions 1, 3, 4, 5, 6, 9 & 10, we can observe that students love 'listening', and that help to frame image in the mind through which they relate the situation. If someone is interested in seeing, that helps frame mental maps. Generation Z kids love listening to music and thinking tuned, and they go into the different states where they visualise and enjoy their learning; when it is implemented in the evaluation, they excel differently.

Section Three - Kinaesthetic

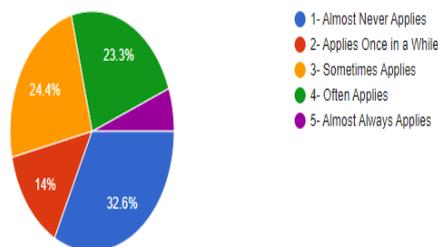
1. I am not good at English reading or listening to directions. I would instead start working on the task or project at hand.

86 responses



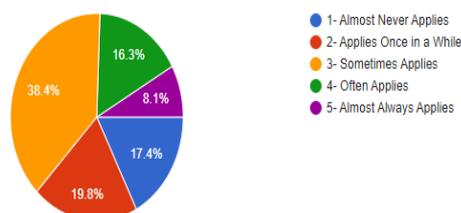
2. When talking in English to someone, I have difficulty understanding those who do not show any emotional or physical support.

86 responses



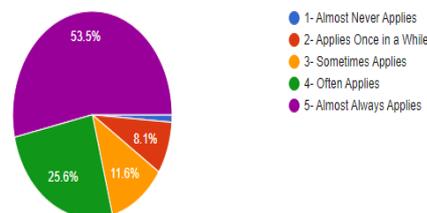
3. I take English notes, doodle, and make mind-maps, but I rarely go back and look at them.

86 responses



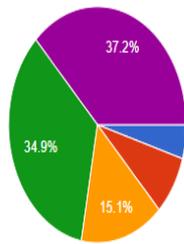
4. When reading an English novel and story, I pay a lot of attention to passages revealing feelings, moods, action, drama, etc.

86 responses



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

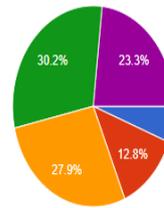
86 responses



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.

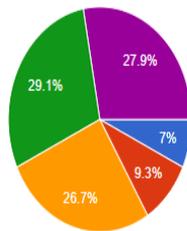
86 responses



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

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

86 responses



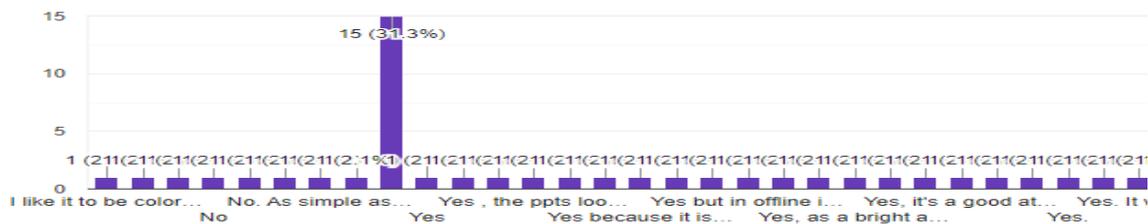
1- Almost Never Applies
 2- Applies Once in a While
 3- Sometimes Applies
 4- Often Applies
 5- Almost Always Applies

Part three, titled Kinesthetic (86 students participated), deals with feeling when somebody's auditory and visual are strong that individuals automatical changes to 'kinesthetic.' Seven questions were asked, in Questions no. 1, 2 & 3 show that students do not go directly in kinesthetic, and in questions 4, 5, 6 & 7, we can observe that students love going to the kinetic state. If someone is interested in seeing, that helps frame mental maps. Generation Z kids love listening to music and thinking tuned, and they go into the different states where they visualise, and then the physiological changes take place in them to the state of kinesthetic and enjoy learning, and excel differently in different situations.

8.2 Blended Learning Survey

1- Do you like the English classroom to be bright and colourful in blended/online mode?

48 responses



In this survey, 48 students' responses were received, during which 44 answers clearly stated that students wished to learn the English Language to be bright and colourful in blended/online mode.

The following are the response of the students with linguistics descriptors.

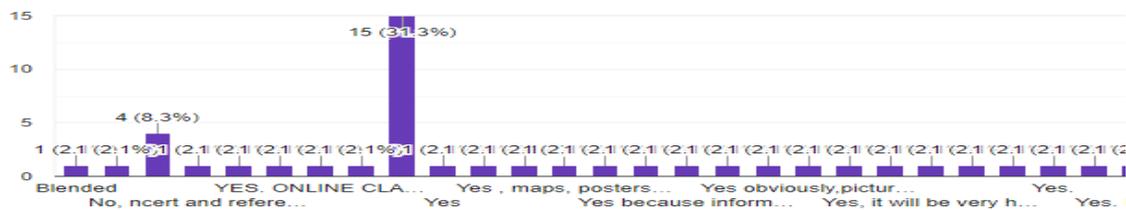
1. Yes, I like to be colourful because it will help the students make the class fun.
2. Yes, it's an excellent atmosphere to study.
3. Yes, the ppts look boring sometimes because of the lack of illustrations.
4. Yes, because it makes English a lot more interesting to study.
5. Yes, because that would attract our brain more and will be better for understanding.
6. Yes, if there will be more chance of online mode due to this pandemic mode.
7. Yes, as the colour also depends on the attention of a child.
8. Yes, as a bright and colourful classroom attract more attention.
9. Yes, because it is appealing.
10. Yes. It would be attractive.
11. Yes, because it would be more attractive and interesting.
12. Yes, because it looks more entertaining.
13. Yes, in that classroom, the poster about authors should be required to gain more knowledge about the author.

14. Yes, I prefer the English classrooms to be bright and colourful as it gives a sense of freedom to me and it enhances my writing and speaking skills.
15. Yes, it captures my attention and helps me in learning better.
16. A bright and colourful classroom helps me remember things more easily.
17. Yes, because it looks attractive and can draw more students' attention.
18. Yes, but offline, it is better.
19. Yes, I prefer the English classroom to be bright and colourful because when discussing a story or poem, I feel like bright surroundings help in enhancing my creativity which helps me imagine the story as a play in my head.
20. Yes, it will give Positive vibes.
21. Online mode
22. Yes, I like the English classroom to be bright and colourful in blended mode.
23. Yes, not necessary, but a theme may make a particular story interesting.
24. Yes, I like it when the classes are interactive, allowing me to express my views on a particular topic being taught in the class.
25. No. Not necessary as the camera only focuses on the teacher, and hence bright classroom or not won't make a difference.
26. I like the mode of classes to be offline since I can concentrate more on offline classes than online classes.
27. No, it's okay how it is.
28. No. as simple as possible.

The linguistic expressions used by the students connect the idea that visuals develop their mind maps, picturing technique, recalling, & etc.; this helps them learn the Language.

2- Do you think a poster or other material containing grammatical information will help you learn better in blended/online mode?

48 responses

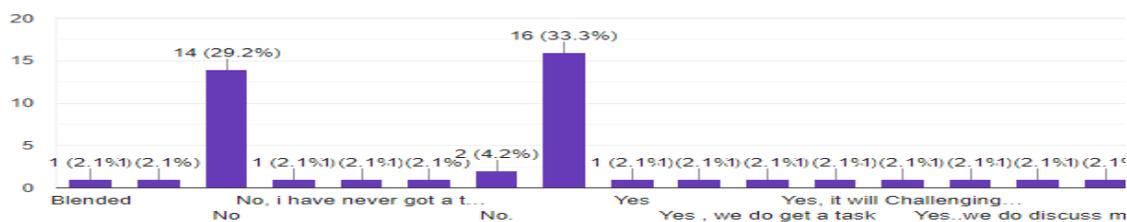


In this survey, 48 students' responses were received, during which six rejected the idea that a poster or other material containing grammatical and literary information would help them learn better in blended/online mode.

The interest and likeness towards images and visuals give precise information that students love Visual learning. It becomes an excellent technique to memorise it. Forty-two responses suggest that it helps them to remember easily, and simultaneously, they can compare and study things by picture.

3- Do you ever get a task to introduce new names or identities to learn English in blended/online mode?

48 responses

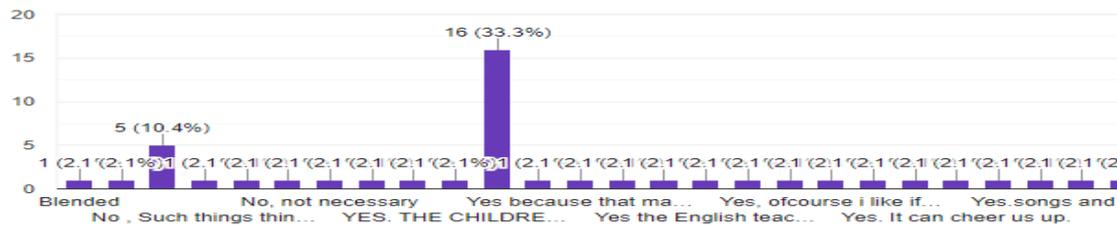


In this question number 3, out of 48 responses, 27 students agreed that learning the English language has received some task to talk about new names and identities through which new learning is often done in blended/online mode.

Their linguistic interpretations present the idea that students can learn new vocabulary and develop speaking skills.

4- Do you like your English teacher to use a song or play rhythmic instruments to create positive emotions in blended/online mode?

48 responses

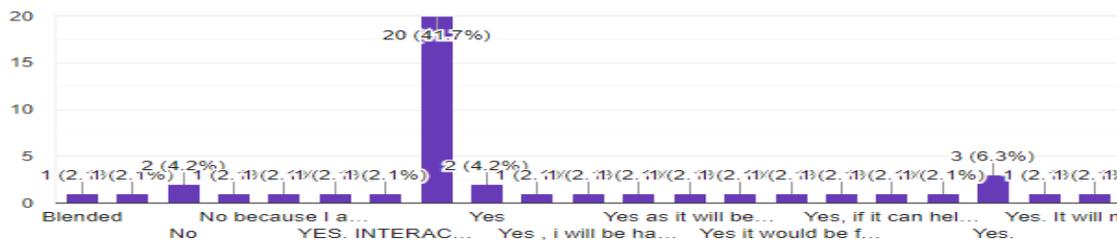


A song, tune, and music help change the individual's state using the NLP tool.

Thirty-seven positive responses set the platform with high spirit and energy, and they find a class more exciting and help maintain concentration.

5- Will you be happy if your English language teacher conducts an activity in blended/online mode and provides hand-outs in soft and hard copy to perform an activity with new names?

48 responses

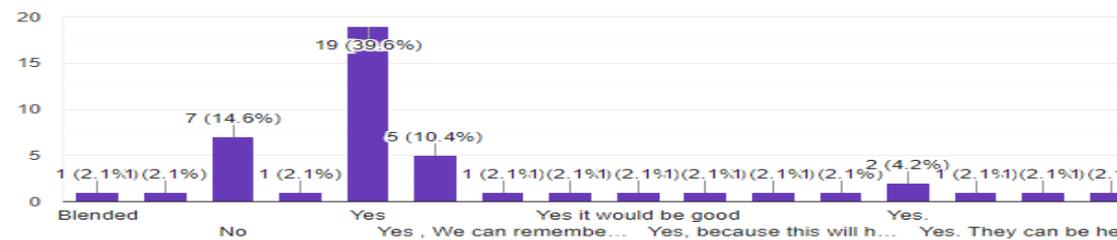


Activities mean experiential learning. NLP talks about the same experiences and the change in the individual.

Forty-four students support learning through activity. When an individual would perform an activity, it involves all 5 VAKOGs and through which each learning becomes easy.

6- Do you like to provide pictorial or scenic clues to help you talk about English vocabulary in blended/online mode?

48 responses

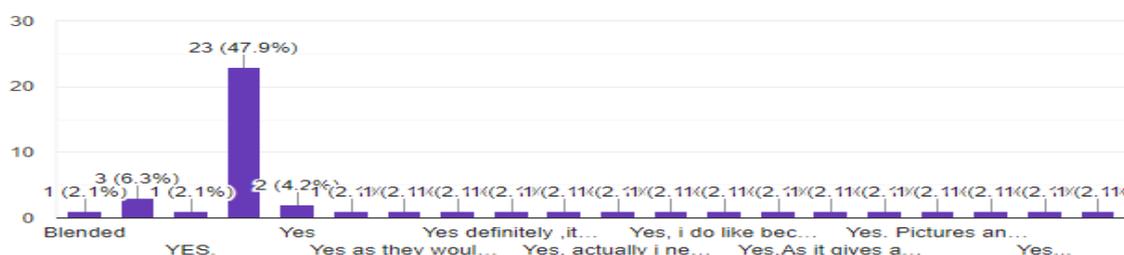


Scenics and pictures give a process through which we recall or connect something we have known or seen in the past, which involves a process NLP (VAKOGs).

Forty-one students enjoyed, and linguistic interpretation talks the same. The four students are less inclined to visual and auditory and more connected to acoustic.

7- Do you like your English language teacher to use pictures/paintings in blended/online mode to connect to the text?

48 responses

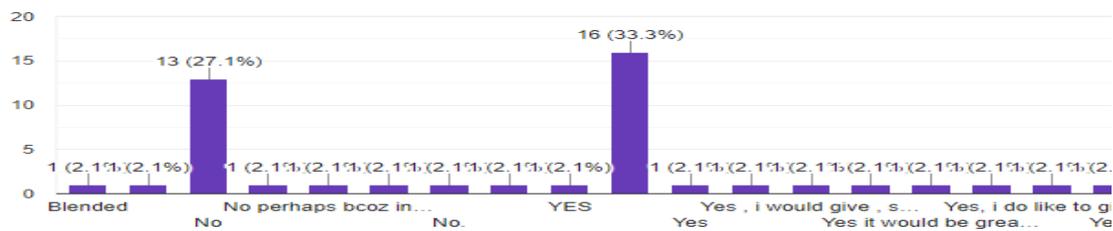


Thirty-eight students accepted the modelling system because they thought it would be an interesting and fun learning process. Some of them love bringing the transformation in them.

Ten students who rejected the modelling process are kinesthetic inbuilt. They need some other strategy to work.

11- Would you like to ever give an audition in blended/online mode for a play to learn grammar or the English language?

48 responses

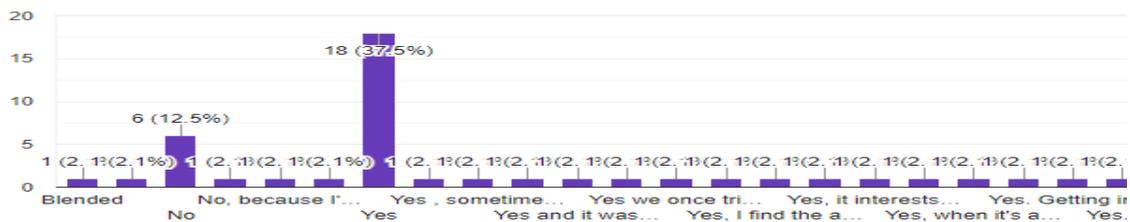


Thirty-two students accepted to work, play, or enact in blended or hybrid mode. They believe they will develop speaking, pronunciation, and public speaking skills, which will give them experience in learning.

Sixteen students have found that they lack motivation and fear and blended aspect fear to make perfection in

12- Have you ever been involved in various activities in blended/online mode to learn the English language involving dialogue, for example, question and answer, repetition and translation? Does it interest you?

48 responses



work.

Ten students do not accept the activities in blended/online mode to learn the English language involving dialogue, for example, question and answer, repetition, and translation, because they are afraid or never engaged in this kind of activity.

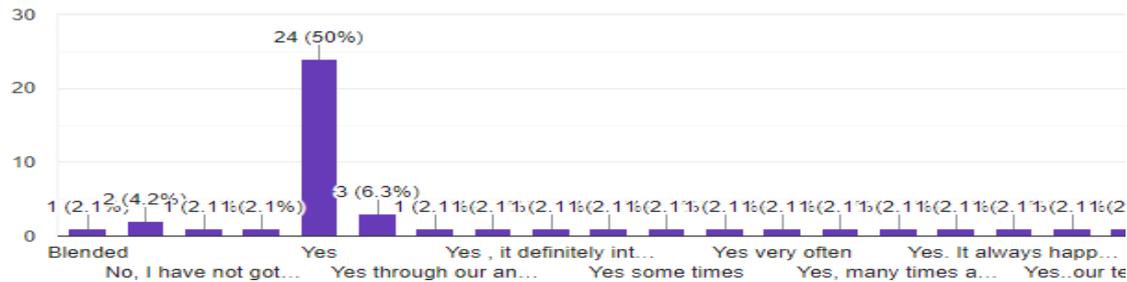
Yes, we once tried a play of our book and doing poem reading in class.

Thirty-eight students accepted the process, and their views are that they like a group activity, and sometimes, when we start a chapter with a repeated conversation between the narrator and actors, we get a role to play. Students get to know sometimes something they underestimated but a valuable point. It interests me and also helps me to learn. Yes, ACTING OUT PLAYS AND PARTICIPATING IN CLASS ACTIVITIES ARE INTERESTING. I have participated in speeches and debates but never won a prize. But I participated in the Spell bee competition and have received gold and silver medals. I have also participated in MUN online, like a conference, and got second prize among international and national students. Yes, I find the activities quite interesting. Yes. Our teacher constantly interacts with us. Yes. Getting involved in such activities helps to make the class more interactive and fun. Yes, and it was very informative and exciting. Yes. It does interest me when participating with friends. Yes, I am involved in such activities in online mode, like questioning and answering repetition in my leisure time. Yes, I have an interest in that. Yes, it interests me.

Here, we find that students go through flashbacks and thinking processes involving visuals, auditory and kinesthetic and other aspects, dealing with switch patterns and modelling, etc.

13- Do you ever get a chance to learn the English language in blended/online mode through students'/teachers' sharing of personal experience to understand concepts better?

48 responses

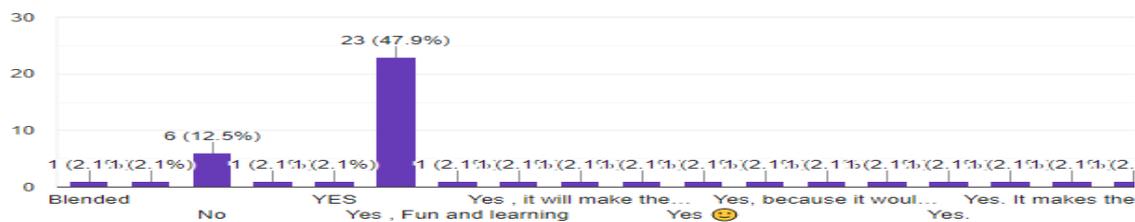


Sharing personal experiences is an anecdote by a teacher or student it involves a process of listening that is auditory and then visual and kinesthetic to perform it.

Forty-five students present the idea that it is interesting to listen and understand, and some love to listen to stories. Some get a chance to correlate with their life and situation and improve by self-reflection technique.

14- Do you like ever to get involved in a game in blended/online mode such as play a question-and-answer by your English language teacher?

48 responses



Games bring an immediate shift. Using calibration and congruence will help the coach get the change. Multiple Intelligence will develop through games.

Seven students did not experience the process in blended or online mode and had no clarity.

Forty-one students share the linguist's interpretation; yes, it can be a good revision. It will make the whole session very joyous and will be a good interaction with all my other friends and my teacher. We will go because through games, and we learn better. Yes, Fun and learning. Yes, because it would help me to thoroughly through the concept. Yes, it is interesting, but sometimes we cannot connect properly due to network issues. Yes, because it would help me to thoroughly through the concept. I will increase students' active mode, resulting in more participation. I like to get involved in a blended and online manner, such as playing a question and answer by my English language teacher. It makes the class more exciting and enjoyable. Yes, I like playing online games in online modes, like playing a question and answer by an English teacher. Yes, it creates interest and would help a lot in revision

15- The Students commit errors while saying English. Is your English teacher correcting the mistake in a soft voice in a blended/online class?

48 responses



100% of students agree to be correct immediately, but tonality soft, polite, and behaviour friendly will help them develop proper language skills.

9. Conclusion and recommendations

After dealing with students, the above survey is collected, and then the data collection approaches to style English classroom activities at the senior secondary level are organised. Post-covid gave a new era to learn in Blended learning or hybrid learning with the connection of NLP. NLP involves the pattern to deal with human behaviour and the mind. The features of blended learning with alignment ELT classroom to develop communication, sharing ideas, feelings, and emotions cause the learners' behavioural and cognitive development. There is so much scope to add NLP processes or tools with ELT's alignment to develop better language learning results. A few "**Classic Code**" techniques have been used, giving better scope to "**New Code**". English language teachers are significant in researching and making their classroom activities enjoyable.

References

- Albiladi, W. S., & Alshareef, K. K. (2019). Blended Learning in English Teaching and Learning: A Review of the Current Literature. *Journal of Language Teaching and Research*, 232-238.
- Arulselvi, Evangelin, 'Desuggestopedia in Language Learning', *Excellence in Education Journal*, Volume 6, Issue 1, Winter 2017, pp.24-32.
- Bonk, C. J., & Graham, C. R. (2012). *The handbook of blended learning: Global perspectives, local designs*. John Wiley & Sons.
- Cifuentes, L., & Shih, Y.-C. D. (2001). Teaching and Learning Online, A Collaboration between U.S. and Taiwanese Students. *Journal of Research on Computing in Education*, 456-474.
- DASH, P. K., & RAHAMAN, A. (2021). 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. *International Journal of ELT, Linguistics and Comparative Literature*, 12-27.
- Dziuban, C. D., Picciano, A. G., Graham, C. R., & Moskal, P. D. (2016). Conducting research in online and blended learning environments. *New Pedagogical Frontiers*.
- Graham et al. (2003) Blended Learning Environments: A Review of the Research Literature. Unpublished Manuscript, Provo, UT.
- Graham et al. (2005). Benefits and Challenges of Blended Learning Environments. 10.4018/978-1-59140-553-5.ch047.
- Graham, C. R. (2006). Blended learning systems. *The handbook of blended learning: Global perspectives, local designs*, 1, 3-21.
- Hishmesh, Amber Lee.(2005) *Neurolinguistic programming as observational and meditational strategies in teaching primary-level English as a second language*,(Masters' Thesis), CSUSB Scholar Works, <https://scholarworks.lib.csusb.edu/etd-project>
- Keezhatta, M. S. Keezhatta. (2019). The Impact of Neuro-Linguistic Programming on English Language Teaching: Perceptions of NLP-Trained English Teachers, *International Journal of English Linguistics*; Vol. 9, No. 6; 2019, pp. 454-463. doi:10.5539/ijel.v9n6p454 URL: <https://doi.org/10.5539/ijel.v9n6p454>
- Kirchhoff, Petra. (2005). A closer look at blended learning: Parameters for designing a blended learning environment for language teaching and learning. DOI: 10.1017/S0958344005000224. 17. 163 - 178. 10.1017/S0958344005000224.
- Ramganes, E. & I. J. M. Paulraj. (2016). "Effectiveness of Technology-Enabled Psycho-NLP on the Performance of High School Students in Spoken English", *Asian Journal of Social Science Studies*; Vol. 1, No. 2; 2016, p. 37. Tayebinik et al. (2012). Blended Learning or E-learning? *International Magazine on Advances in Computer Science and Telecommunications*, 3(1), 103-110. , Available at SSRN: <https://ssrn.com/abstract=2282881>