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## Towards a Neuro-linguistic Approach for Enhancing Oral Communication Skills in English among the I B.Tech Students.

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### ABSTRACT

There are several methods for fostering oral communication skills in students of higher education. Each method has its own advantages and disadvantages. So it is important to analyze the pros and cons of each method. The language teacher can use more than one method to impart language skills. Listening, speaking, reading and writing are the four basic skills of language learning. Neuro-linguistic approach focusses on all these four basic skills. It also encourages active participation of students in the language activities designed by the teacher. The neuro-linguistic approach has a significant influence over the conventional method. There is an active participation of students in the activities such as role-play, narration of a story or an anecdote, conversation, reading aloud or reciting and dramatization. There can be more of group or peer activity to make learning more natural and effective. In the teacher dominated conventional method of teaching language, the learners are passive whereas in the activity-based and student-centred neuro-linguistic approach the learners are active. Moreover, the language activities involving the active participation of students instill in them a lot of confidence to use the language in their oral communication. Thus neuro-linguistic approach is ensured with an active participation of students to enhance their oral communication skills.

**Keywords:** Neuro-linguistic, Oral Communication, approach.

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## INTRODUCTION

There are several language methods of teaching English to facilitate students not only to a mastery over the language but also to foster their oral communication skills. English is studied as a second language in India and it is also a medium of instruction starting from the primary to higher education. Hence the teachers of English must have a regular planning and practice of innovative methods and strategies in their teaching-learning process in order to promote effective learning in English. Each method has its own advantages and disadvantages. So it is important to analyze the pros and cons of each method. The language teacher can use more than one method to impart language skills.

### BASIC SKILLS OF A LANGUAGE

In the words of Aggarwal, 'The main components of language learning and teaching are listening, speaking, reading and writing (LSRW). The underlying ability in listening and reading is comprehension and in speaking and writing it is expression [1]. Among the four basic skills of language learning, listening and reading skills seem to be passive whereas speaking and writing skills seem to be active. The neuro-linguistic approach focusses on all these four basic skills. It encourages the students to participate actively in the language activities designed by the teacher. It has a significant influence over the conventional method because the students in pairs or groups involve in the language activities like role-play, narration of a story or an anecdote, conversation, reading aloud a passage or reciting a poem and dramatization. It results in spontaneous and effective learning.

### ACTIVE PARTICIPATION:

In the conventional method of teaching –learning process the learners are passive whereas in the activity-based, student-centred and participatory learning, the learners are more active and the learning is more effective [2]. The involvement of students in the language activities facilitates learning more effective. Moreover, the language activities like role play, narration of a story, reading a passage or a poem or a story loudly, conversation, impromptu etc involving the active participation of students instill in them a lot of confidence to use the language in their oral communication. Thus neuro-linguistic approach can improve the language skills of students and enhance their oral communication skills through their exposure in LSRW-listening, speaking, reading and writing.

### NEURO-LINGUISTIC APPROACH:

The study is based on Neuro -Linguistic Programme (NLP) by Dr. Paul Tosey and Dr. Jane Mathisan, [3] a study of subjective experience. According to this theory it is a model for the understanding of behavior and it is more than just a theory. Language is used to describe the experience. A number of possible sentences are used for description. NLP reduces these limits and makes communication between people easier to understand. Content and process are the two parts of communication – the content is what is said whereas the process is how it is said. According to Richard Bandler and John Grinder, the originators of the neuro-linguistic programming in 1970 [4], NLP is a set of models to describe the relationship between neurology and linguistics and primarily it concerned with the verbal skill of communication and the way in which language is used. All our experiences are recorded in our brain through our senses by means of hearing, seeing, feeling, smelling or tasting. The term 'neuro has been originated from the fundamental idea that all behavioral outcomes are from neurological processes through which one experiences and processes information using senses – visual, auditory, kinaesthetic, olfactory and gustatory. Linguistic refers to use of language – verbal and non-verbal, to express feelings and thoughts' [5]. The neuro-linguistic approach refers to teaching and learning of language through our five senses and especially through three senses visual, auditory and kinaesthetic (feelings). A regular practice of neuro-linguistic approach in teaching English especially for the students of higher education helps in the enhancement of oral communication skills.

### NLA APPLICATION IN THE CLASS:

Neuro-linguistic Programming in simple words is 'the study of excellence' [6]. 'It is described the fundamental dynamics and connections between the mind (neuro) and language (linguistic) and their interplay affecting our body and behaviour'. One important type of learning a language is learning by imitation –

imitating the models of excellence. NLA helps the learners to analyze the model which in turn facilitates them in accomplishing that excellence. This is possible because the students identify and imitate the skills and traits exhibited in the model. The expected outcome is that the learners can easily find the ways and the means of achieving their goal namely oral communication skills.

#### **INTERPERSONAL RELATIONSHIP:**

Neuro-linguistic approach plays a vital role in creating interpersonal relationship between the teacher and the learners. This interpersonal relationship creates the desired state of mind where learning occurs naturally. As Gove states 'Neuro-linguistic approach demands an active participation of students. The word participation means the action or state of taking part with others in activity. The role of learners is to take part in the action instead of passive listeners' [7]. The main aim of participatory learning is to share current experiences. Though the students take part in the activities either in groups or in peers, individual learning occurs as a result of interpersonal relationship between the teacher and the students.

#### **SCOPE AND LIMITATION OF THE STUDY**

The study was limited to III B. Tech (Engineering) students of Dr. M.G.R. Educational And Research Institute University, Chennai-95.

#### **OBJECTIVE**

- To enhance the oral communication skills of students.
- To bring out the desired behavioural outcome in students.
- To make students actively participate in language activities.
- To help them learn correct pronunciation, intonation and stress.
- To enable them use verbal and non-verbal language to express their feelings and thoughts.

#### **HYPOTHESIS**

There will be no significant difference between the effect of active participation and NLA over the conventional method in fostering oral communication skill among the students of higher education.

#### **METHODOLOGY**

The single group pre-test and post-test experimental method is followed.

#### **SAMPLE:**

Purposive sampling technique is used. A sample consisted of 60 students of III B.Tech (Engineering). Participatory neuro-linguistic approach integrated with audio-visual aids is the independent variable. Fostering oral communication skill in English is the dependent variable.

#### **TOOLS:**

1. A question paper for conducting pre-test and post-test.
2. CDs –poems, stories, speeches for practicing LSRW.
3. List of words, passages, stories and pictures for reading with pronunciation, intonation and stress.
4. Words or pictures or partially completed stories for story building.
5. Topics for impromptu speech.

#### **PROCEDURE:**

The experiment was conducted in three phases-Phase I pre-test, Phase II experimental stage (NLA ) and Phase III post-test. The same question paper was used for both pre-test and post-test.

PRE-TEST  
NEURO-LINGUISTIC APPROACH  
POST-TEST

**PHASE I :**

In phase I Pre-test, the investigator administered oral reading comprehension and communication.

**PHASE II:**

In phase II Experimental stage the investigator practised the neuro-linguistic approach for teaching oral communication with active participation of students.

**PHASE III:**

In phase III post-test the researcher administered the same achievement test in order to verify the impact of the neuro-linguistic approach on oral communication.

**METHOD:**

- Paragraph / poems/ stories/ selected
- Modelled and practised by the students
- Words selected
- Training in correct pronunciation, intonation and stress
- A set of pictures, words selected
- Practice in building / completing stories
- Asking questions and eliciting answers (by the teacher)
- Framing questions and writing answers (by the students)
- Topics for writing and narrating
- Impromptu speech
- Oral/Narration/ Dramatization/ Role play/ Dialogue/ Conversation practice

**ACTIVITIES DESIGNED:**

Role play, puzzles, problem solving games, language jokes and funny anecdotes were also included in the study.

**STATISTICAL TECHNIQUES USED:**

Statistical techniques serve the fundamental purpose of the description and inferential analysis. The response of the learners in pre-test and post-test were transcribed. A deviance response in consonants, vowels, unnecessary repetition, deletion, replacement, hesitation, addition, missing and unclassified deviance was singled out and transcribed separately using frequency counts. Differential hypothesis was found with the help of 't' test.

**ANALYSIS AND INTERPRETATION OF DATA:**

The following table shows the detailed analysis of pre-test and post-test performance of the group.

S.No	Description	Mean	N	Std. Deviation	Std. Error Mean	T test	LS
1	Pre test	54.9000	50	4.07206	.57588	15.155	<0.01
2	Post test	47.6600	50	5.66626	.80133		

The 't' value is significant at less than 0.01level. It is noted that mean score of post-test is greater than that of pre-test [8]. The statistical calculation supported the fact the oral communication of the learners was

improved because of their active participation in the learning process, the integrated neuro-linguistic approach.

#### **FINDINGS:**

The study shows that there is a significant influence of NLA over the conventional method in enhancing oral communication skills in English. It is also found that NLA ensures an active participation of students in the language activities. There is individual learning though the students work in groups or peers and they are given an opportunity to improve their pronunciation, intonation and stress. The neuro-linguistic approach of the teacher has enabled the learners to acquire the required skills and attitudes, to think clearly, to manage their thought, moods and behaviour and finally communicate with others more effectively.

#### **CONCLUSION**

The role of a language teacher in fostering oral communication skills is crucial. They must make the classes lively and interesting. There should be a good planning, designing and execution of innovative language activities not only to motivate the students but also encourage them to involve in the learning process. They must create suitable models for the students to emulate. The language teachers must play a radical role entirely different from the traditional method.

Mostly all the students learn through a combination of visual, auditory and kinaesthetic modalities. Visual learners use their eyes as the medium for gathering information. Text materials, illustrations will reinforce a better learning for them. Auditory learners require sound as the medium of retaining information while kinaesthetic learners need a physical involvement through touch and motion to be successful learners. Hence the language teachers should be well equipped to adopt neuro-linguistic approach and they must provide a variety of teaching-learning experience. They must integrate all three modalities in the classroom in order to facilitate an effective communication skills among the students of higher education.

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