

Neuro Linguistic Programming And Learning Styles

Dr. K. MOHANAUNDARAM¹, PREETHY K KUMAR²

¹ Professor & Head, Dept. of Education,
Periyar Maniammai Institute of Science and Technology (Deemed to be University),
Thanjavur, Tamil Nadu.

² Ph. D Research Scholar, Dept. of Education,
Periyar Maniammai Institute of Science and Technology (Deemed to be University),
Thanjavur, Tamil Nadu.

E- Mail: dr.k.mohanasundaram@gmail.com¹, preethysky@gmail.com²

Received: 14 April 2020 Revised and Accepted: 8 August 2020

ABSTRACT: The studies made by Richard Brandler in 1970s in mathematics and computer science, at the University of California was considered as the origin of Neuro Linguistic Programming. Brandler found that the way you think about something, makes all the difference in how you are going to experience it. This discovery was named by Neuro linguistic Programming as Modelling of Human Excellence. Neuro refers to the central nervous system. It processes the information we collect through our five senses i.e., sight, hearing, smell, taste and touch. Linguistics suggests the verbal and non-verbal language pattern. Programming guides that our thoughts, feelings and actions can be programmed and modelled so that we can reach our objectives and goals. Based on the prominent sensory input we can classify the learning styles into three styles such as Visual, Auditory and Kinaesthetic learning styles. In the class room the teacher can apply activities that address the three learning styles, so that each child is able to understand, learn and participate. NLP in the classroom values the different learning styles of knowledge, and understands that each student is unique in interest and motivation, and therefore has its particular way of process new information and developing learning as well.

KEY WORDS: Neuro Linguistic Programming, Process of NLP, Sensory inputs and Learning styles.

I. INTRODUCTION

The studies made by Richard Brandler in 1970s in mathematics and computer science, at the University of California was considered as the origin of Neuro Linguistic Programming. Brandler found that the way you think about something, makes all the difference in how you are going to experience it. This discovery was named by Neuro linguistic Programming as Modelling of Human Excellence.

II. NEURO LINGUISTIC PROGRAMMING

Programming the minds of people through the use of language is based on a set of models, strategies and changes in the beliefs. Through this the individuals achieve excellence and professional development.

Based on linguistic and behavioural patterns Richard Bandler and John Grinder built mental models that could be used by others in different areas of life such as work, school, emotions, business, health and interpersonal relationships.

- Neuro: refers to the central nervous system. It processes the information we collect through our five senses i.e., sight, hearing, smell, taste and touch.
- Linguistics: Suggests the verbal and non-verbal language pattern. It refers how we use it in our daily life, what we think, feel and believe.
- Programming: guides that our thoughts, feelings and actions can be programmed and modelled so that we can reach our objectives and goals.
- NLP allows the individual to change their way of thinking and acting in order to achieve the desired results, through the interaction between the brain, language and behaviour.

So, the Neuro linguistic Programming is a learning model that allows the individual to understand how thought is processed (neurologically), and the impact of this in the behaviour and in decision making. This pedagogical tool helps the learner to understand how the brain works and how to modify the ways of thinking in order to achieve the objectives.

Process of Neuro Linguistic Programming

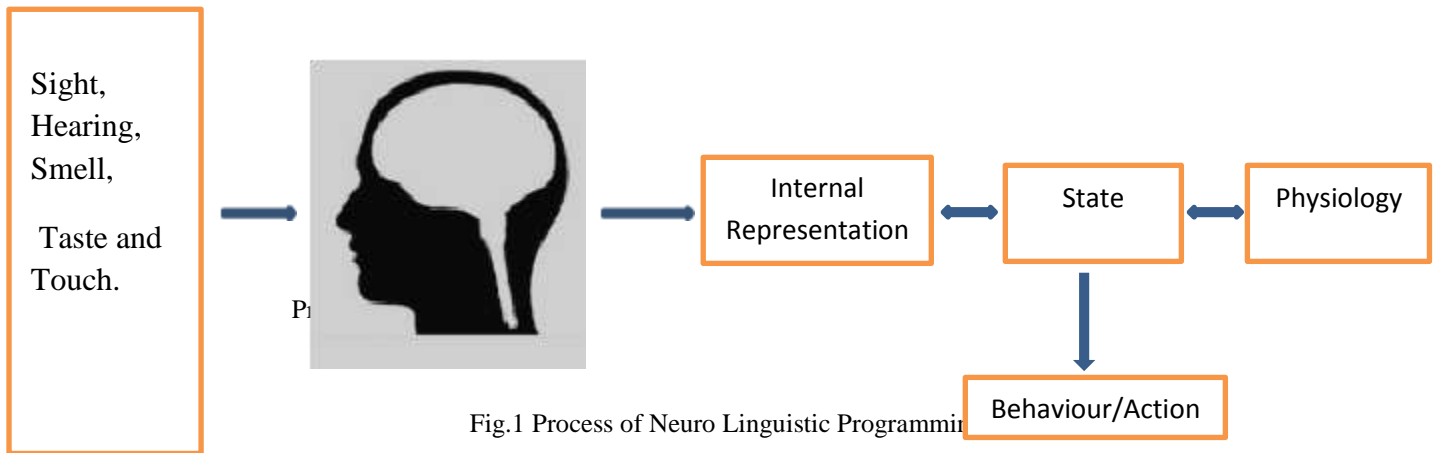


Fig.1 Process of Neuro Linguistic Programming

All the information we receive on a daily basis through our senses is filtered through our personal conditioning sieve (beliefs, values, etc.). As a result our perception of what we see, hear, taste or smell is transformed into a unique understanding and experience of the world.

We then assign our personal and unique meaning to the information being received from the world around us. We form our second mental map by conveying language to the internal images, sounds and feelings, tastes and smells. As a result, this forms everyday conscious awareness. The information that we receive into our conscious and unconscious mind is then regurgitated back out through our language.

Notice when someone is describing a situation to you; the language they use may be very different to the way you'd describe the same situation. We delete, distort and exaggerate when we speak – most of the time without realizing it!

Behaviours, habits and attitudes are formed as a result of the information you take in throughout your life and the influence of those around you. Habits are created through repetition.

Your brain creates neural pathways when you do something repetitively such as a new health regime, eating habit, even down to the way you say something. These neural pathways can either be to your advantage or detrimental, resulting in them having a negative impact on your life. The great thing about the mind is that everything you learn can be unlearned too. Your mind and your body are connected, and your emotions will always communicate and reveal themselves through your body language and feelings. Sometimes, you are not even consciously aware of how you are expressing yourself. However, 90 percent of our communication is picked up and internalized through our body language. So, you could say something to someone linguistically, but your body language may be saying something completely different. Your body language is the window to the unconscious mind.

Educational Advantages

- Self-awareness: NLP allows a person to search different goals to achieve the same goal. Therefore, the individual awakens the desire to know and explore better, the different ways of achieving the goals.
- Motivation: Through NLP, the professional has the opportunity to improve their knowledge and skills in order to enhance the performance at work. It provides greater motivation and encouragement to develop new projects and activities.
- Brain plasticity: NLP allows the individual to think in different strategies to each new situation or learning. This makes the human brain reorganize itself, and new connections are formed, resulting in new skills.
- Social intelligence: It is the ability to know how to interact with different groups and people in society. Through neuro-linguistic programming, the individual learns to develop better communication and

empathy skills, through the transformation of thoughts and attitudes. It providing more balanced and healthy interpersonal relationships.

- In the coaching process: The learning with coaching NLP, makes it possible to overcome the blockages and the most negative results in order to develop new skills and abilities.
- Education and Training: NLP helps the teacher to understand how the student learns, as the student’s brain captures the knowledge and processes the information. Besides, understands that each student is a unique human being, and for this reason one has a particular way of developing learning.
- Vocational Guidance: Vocational orientation with NLP will help young people to think well about their options, values, beliefs and internal motivations, since neuro-linguistic programming is a technique that develops self-knowledge and stimulates decision-making.

Neuro Linguistic Programming and Learning styles

The communication mechanism involves four essential elements i.e., our physiology (body), our language (words), our thoughts (focus of our attention) and our perceptions (or set of beliefs). The verbal and non-verbal communication reflects our thoughts and feelings. We act in accordance with our values and belief systems. The way we communicate, determines how we are perceived by the people we address.

The teacher should realizing the learning style of each child, will be able to plan and implement the educational content in an effective way. Based on the prominent sensory input we can classify the learning styles into three styles (Fig 2) such as

Visual, Auditory and Kinaesthetic learning style,

In the class room the teacher can apply activities that address the three learning styles, so that each child is able to understand, learn and participate.

Students with the visual system: Some learners learn more and better when the content is visualized through books, posters, slides, examples written on the board, or by reading texts, images and graphics.

It is essential that teachers use written instructions for use, rather than orally. In addition, it is a good strategy to send to the student the visual summary of the lesson that will be teach in the classroom.

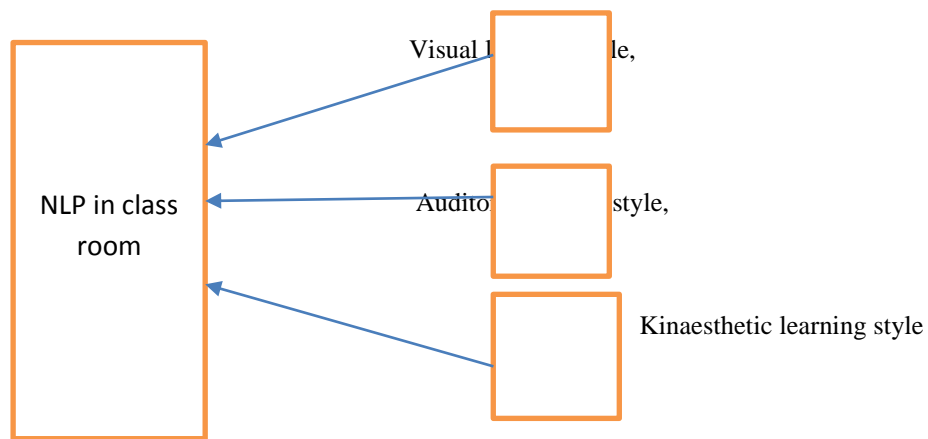


Fig. 2 NLP and Learning styles.

Auditory students: Some students better understand the information when it is exposed orally by the teacher. These students develop their learning effectively when they are reading a text aloud, listen to a recorded audio story, or participate in a discussion. The auditory learner also benefits by repeating the instructions received or by conducting oral evaluations. As a didactic strategy the teacher can use audio resources, such as audio-books, storytelling, or reading aloud.

Students with kinaesthetic learning style: These students learn best through movement and practice. Kinaesthetic students need free learning spaces to move, as in the outdoor activities or practical classes in the lab.

Games, group dynamics, parodies, songs, and rhymes are examples of didactic resources that can be used for such students.

III. CONCLUSION

NLP in the classroom values the different learning styles of knowledge, and understands that each student is unique in interest and motivation, and therefore has its particular way of process new information and developing learning as well.

REFERENCES

1. Boyes Carolyn. (2010). NLP Secrets. U.K: Harper Collin Publishers.
2. Kamaraj, P., & Mohanasundaram, K. (2020). Teachers' Competency in Inclusive schools to provide education for children with disabilities. *International Journal of Advanced Science and Technology*, 29(3s), 1591 - 1593.
Retrieved from: <http://sersc.org/journals/index.php/IJAST/article/view/6210>
3. Knight, Sue. (2009). NLP at work. The essence of excellence (3rd ed.). London: Nicholas Brealey.
4. Kite, Neilson & Kay, Frances. (2012). Understanding NLP (2nd ed.). London: Kogan Page Ltd.
5. Lazarus, Jeremy. (2010). Successful NLP. New Delhi: Viva Books private Limited.
6. McHugh, P., & Richard. (2013). Mind with a Heart – Creative patterns of personal change (7th Edition). Gujrat: Sahitya Prakash.
7. Mohanasundaram, K., & Kumaran, D. (2001). Web-based Instruction: An Innovative Teaching Strategy. *University News*, 39 (47), 8-11.
8. Mohanasundaram, K., & William, R.C. (2006). Information and Communication Technology in Education. Trichy: His Grace Educational Prints.
9. Mohanasundaram, K., & Sivasankar, A. (2010). Blended Learning: A New Horizon. *University News*, 48 (03), 1-4.
10. Tamilvanan, M.G., & Mohanasundaram, K. (2019). Quick Response Code as a Communication Medium. *International Journal of Innovative Technology and Exploring Engineering*, 8 (10), 4190-4192, ISSN: 2278-3075.
11. Vijayalakshmi, S. & Mohanasundaram, K. (2016). Learning Disability in Adults: Education and Employment. In F.L. Antony Gracious & S.Arul (Eds.), *Helping skills for Learners with Dyslexia*. Muttom: Bishop Agniswamy College of Education. ISBN:978-81-924919-3-6

AUTHORS PROILE

Dr. K. MOHANASUNDRAM has acquired his M.Sc., B.Ed., and M.Ed., degrees from the University of Madras he was awarded Ph.D degree in Education from Bharathidasan University, Truchirappalli. He has 33 years of teaching experience and 18 years of research experience in the field of Education. 22 candidates were awarded Ph.D degree in Education from various Universities under his guidance. He was the former Principal of Govt. College of Education, Orathanadu and also he was the Professor and Head in the Department of Education and Management of Tamil University, Thanjavur. He is the author of 3 books in Education for B.Ed course. He has published 52 research articles in various reputed journals at the National and International level. He is the life member in various professional associations and received Best Faculty and Life time achievement award. **E-mail:** dr.k.mohanasundaram@gmail.com

PREETHY K KUMAR is a research scholar in the Department of Education, Periyar Maniammai Institute of Science & Technology (Deemed to be University), Thanjavur, Tamilnadu. She is working as a Assistant Professor in Mangalam college of Education, Kerala and has 10 years of teaching experience. She actively participated and presented papers in the National and International level conferences. **E-mail:** preethysky@gmail.com