

DOI 10.31651/2524-2660-2021-2-176-181
ORCID 0000-0001-6238-612X

HAJIZADA Gunay Talib

PhD candidate at the Department of English Philology,
Baku Slavic University, Azerbaijan
e-mail: gun_h.t@mail.ru

УДК 373.5.015.3:005.32]:811.93'234(045)

THE EFFECT OF NEURO LINGUISTIC PROGRAMMING ON LEARNERS' INTRINSIC MOTIVATION IN THE EFL CLASSROOM

The aim of this article is to identify how the use of neuro-linguistic programming helps to address students' individual motivational needs and improve their interest level, comprehension in EFL classes. The article allows seeing important factors missed with traditional analysis in the process of teaching a foreign language and offers practical solutions which tend to intensify associative thinking, boost student's intrinsic motivation, help them make full play of their subjectivity, creativity and initiative. It provides a clear view about the effects of internal factors on learners' motivation and learning. It investigates psycholinguistic aspects of problems regarding the teaching process, learner motivation and engagement. The studies of intrinsic versus extrinsic goals mentioned in the article indicate that being oriented toward more intrinsic goals results in more positive learning, performance and leads to greater psychological well-being. The success of the teaching process is associated with the building of efficient rapport between teacher and student as well as the avoidance of a monotonous teaching style. The article strongly promotes the idea that learners' neuro-physiological state and beliefs about learning and about themselves as learners strongly affect their learning capacity. It shows that NLP techniques can enrich students' mental maps, change their beliefs at an unconscious level, which stimulates students to explore their inner potential and study language with enthusiasm.

Keywords: *neuro-linguistic programming, intrinsic motivation, building rapport, unconscious mind, multi-sensory approach, learner autonomy.*

1. Introduction. Many EFL educators think of the ability to speak English as a skill. Students can certainly be skilled at speaking English, but it is not a skill unless

they communicate with the tool of English. Teachers are more focused on developing capacities than skills. It is also important to ask what meaning the skill has. The work being done with the study of vocabulary, fixed responses, grammar that lack context and meaning will be thrown away when the bell rings and the interest levels are often low in such classes. The task of introducing NLP to teachers is a complex one because neuro-linguistic programming is often associated in the published literature with exploring individual differences and styles in learners, acceleration of learning, training of sensory systems, emotional memory, multiple intelligence, brain-based activities, hypnotic induction, counseling, etc. [1]. NLP is presented as a very broad area comprising various means to make learning more effective, involving and learner-friendly [2]. However, NLP in connection with classroom discourse still remains understudied.

The studies of intrinsic versus extrinsic goals, whether conducted with individual differences in the importance people place on the goals or with intrinsic versus extrinsic goal framing, indicate that being oriented toward more intrinsic goals results in more positive learning, performance, and well-being outcomes. Further, intrinsic aspirations lead to greater psychological well-being compared to extrinsic ones [3]. From this point of view, intrinsic motivation can be closely related to emotions. Thus, emotions are coordinated psychological processes that are deeply embedded in the human brain.

Neuroscientific research has made substantial progress in analyzing relevant structures during the past 20 years and has identified that the limbic system (specifically, the amygdala and hippocampus) and its connections to other parts of the brain (e.g., the frontal lobe responsible for executive control processes) are central to emotion, the regulation of emotion, and the effects of emotion on thinking, decision making, learning, and memory.

2. Theoretical background

2.1 Neuro-linguistic programming. Neuro-linguistic programming has been well established in the framework of humanistic psychology since 1971. Developed by Richard Bandler and John Grinder in the 1970s, NLP embodies neurological processes (neuro), language (linguistic) and behavioural patterns adopted through experience (programming) which are all strongly interconnected. A fundamental assumption of NLP is that ‘the map is not the territory’ and that each individual has different maps of how the world operates. This insight means that you and another person may experience the same event and yet do so differently.

Rapport sits at the heart of NLP as a central pillar that leads to successful communication between two individuals or groups of people and involves being able to see eye-to-eye with others, connecting on their wavelength. A large percentage of the perception of your sincerity comes not from what you say but how you say it, and how you are appreciative of the other person’s thoughts and feelings [4]. Research conducted at the University of California at Los Angeles (UCLA) shows that when an incongruity exists between what you say and how you say it, 7 percent of the message is conveyed through your words, 38 percent comes through the quality of your voice, and a massive 55 percent comes through gestures, expression and posture.

NLP is based on the idea that you experience the world through your senses: *visual*, *auditory* (what you hear), *kinaesthetic* (touch, movement and feelings), *olfactory* (smell) and *gustatory* (taste). Then, you translate sensory information into thought processes, both conscious and unconscious. Thought processes activate the neurological system (hence the *neuro* part of NLP) that affects physiology, emotions and behaviour. Understanding how your unconscious mind works is a great tool for helping you achieve positive results. *Meta programs* are some of the unconscious filters that direct what you pay attention to, the way you process any information you receive, and how you then communicate it. Psychologists have also evidence

that learning and changing start as an unconscious activity. Regardless of the focus area, the learning process at the neuro-linguistic level takes place more efficiently as a person is taught more indirectly and keeps his/her unconscious mind in harmony with his conscious mind.

Comparing
the Conscious and Unconscious Mind

<i>The Conscious Mind Excels at</i>	<i>The Unconscious Mind is Better at</i>
Working linearly	Working holistically
Processing sequentially	Intuition
Logic	Creativity
Verbal language	Running your body
Mathematics	Taking care of your emotions
Analysis	Storing memories

2.2 Motivation in the educational setting. Questions concerning how and why children are motivated (or not motivated) to achieve these academic and social outcomes at various stages of their educational careers have been at the forefront of research for over 40 years. The field is of interest to all those who would like to increase academic performances and who recognize that there is little that can be done about innate abilities.

Motivation has been traditionally understood as either an integrative or instrumental orientation, as proposed by C. Gardner and E. Lambert [5] who define integrative motivation as ‘a willingness to become a member of another ethnolinguistic group as an integrative motive’ while the instrumental orientation is ‘characterized by a desire to gain social recognition or economic advantage through knowledge of a foreign language’. Later on, L. Deci and M. Ryan [6] developed ‘the self-determination theory’ and added to the field two other notions of motivation ‘intrinsic motivation’, which refers to doing something because it is inherently interesting or enjoyable and extrinsic motivation, which refers to doing something because it leads to a separable outcome. Ryan and Deci identify three innate psychological needs related to intrinsically motivated processes: competence, relatedness and autonomy. They describe intrinsic motivation as being shaped by working towards what is termed ‘optimal challenges, gradually extending the individual’s capabilities and promoting feelings of achievement’.

Autonomy is of utmost importance in the field of second language acquisition because it triggers the learning process through learners’ agency. Autonomous learners reflect on their learning and use effective learning

strategies. Various studies of elementary and high school students (e.g., [7–9]) have shown that teachers' autonomy support is related to students' autonomous motivation and engagement. Vera Lucia Menezes De Oliveira E Paiva appreciated identity, motivation and autonomy as key elements for successful socio-cultural connections and SLA (second language acquisition) system evolution. So, learning a language is also a process of identity construction [10, p. 5] defines identity as, 'how a person understands his or her relationship to the world, how that relationship is constructed across time and space, and how the person understands possibilities for the future'. Further studies indicate that being quick to form beliefs about a learner's potential could be detrimental to their learning and the development of an identity as an autonomous language learner.

Abraham Maslov's theory provides a clear view about the effects of internal factors on autonomous motivation and learning. Thus, our basic needs must be met before we can give our attention to higher thinking skills. It is relatively easy to meet students' most immediate physical safety and comfort needs are in most teaching circumstances. The most difficult one, whether it is more personal and individual, is to take account of people's emotional needs, and yet unless we do, students' learning is bound to be impaired.



G. Murray identified the role that imagination played in the participants' language learning experiences. Students who express their own identities through the language they are learning and speak as themselves remain involved in their learning. The gulf often exists between the learner and whatever it is he or she is supposed to be learning. This gulf explains educational failure that arises from learner alienation, but it also explains why learners sometimes perform well in exams without being able to apply what they have learnt to the world beyond the classroom. Autonomous learners avoid this problem because their very engagement with the content and process of learning

means that what they learn becomes part of what they are [11, p. 106].

Considerable research in self-determination theory has shown that settings that foster ego-involvement, or the hinging of self-esteem to performance, not only undermine intrinsic motivation but also lead to a lack of effort and persistence. In contrast, research has shown that providing students of all ages with choice typically increases intrinsic motivation.

3. Possible applications in the efl classrooms. NLP can help achieve excellence of performance in language teaching and learning, improve classroom communication, optimize learner attitudes and motivation, raise self-esteem, facilitate personal growth in students, and even change their attitude to life. [12, p. 394]. In other words, the neuro-linguistic approach leads to a winning situation that is highly considerate and intrinsically motivating for learners. It takes students' emotional needs into account and advocates that they need to represent how they truly feel. On this scale, the use of language skills in meaningful activities is of great importance. Students show enthusiasm and feel more confident looking out for creative ways to help them achieve their outcomes in an environment where they are recognized as a chance to refer to their inner world and represent themselves with their individualities instead of being confined to study under rules just defined by teachers. The study conducted by R. Churches and J. West-Burnham [13] is about the implications of neuro-linguistic programming for personalization and the children's agenda in England with the conclusion that within this theory the students and teachers both had more confidence in the classroom; learners could express their feelings more easily and were more motivated. E. Ushioda emphasizes the need to focus on people rather than on learners and to remember that 'language learner' is just one aspect of a person's identity. She makes a powerful case for encouraging students to express their own identities through the target language by having more choice and control over their input [14, p. 223] in a more autonomous learning environment. But, it can be difficult to achieve it in the classroom where students possess different language levels, different degrees of motivation and work at different speeds. To address their needs the followings are recommended:

- to be aware of the VAK model and explain to the students about metaprograms;
- taking students' personal experiences and ideas into account whilst setting up exercises and asking questions;

- recognize them a choice by preparing exercises at different levels such as easy, medium, and advanced;
- encourage students to make up exercises for one another;
- using stories and metaphoric language.

One of the NLP presuppositions is that people are much more than their behaviors. The point is that behaving badly doesn't make someone a bad person. Contributing students to identify their abilities, develop skills can optimize their motivation and thereby change their behavior as well as attitude towards the learning process. Similarly, teachers need to bear in their mind that communication takes place unconsciously as well. Progress in achieving your outcomes can be hindered by a limiting decision that you made unconsciously at some point in your life. In this respect, they must behave carefully. A teacher's belief about a student can both empower and hinder his/her learning ability. Because people function at several logical levels which are influenced by one another [2, p. 29]:

- identity;
- values and beliefs;
- capabilities and skills;
- behavior;
- environment.

NLP suggests that the way of learning one skill can also be implemented into another skill. In other words, it is likely to model that learning process and avail it in the things that a person wants to master [15]. This approach could stimulate students to explore their inner potential and study language with enthusiasm. For example, metacognition awareness-raising activity can be carried out by referring to their successful experiences of learning any skill in the past. As a useful meta-cognition activity teachers can give "Learning Successfully" handouts to students and ask them to think about something that they learned successfully outside the classroom, such as a club activity, a sport, a hobby, or a part-time job. The activity is motivational from different aspects. First, students start thinking about incentives for learning English referring to the learning model based on successful past experience, and become more aware of the learning styles. Apart from it, they are engaged in active target language use. Then they can take some time to think about the questions and then interview their partners and write down their partner's answers. The next step is to have students think about learning English successfully through the questions shown below:

a) *what personal characteristics do you need to learn English?*

- b) *what other resources do you have to learn English?*
- c) *what is your motivation for learning English?*
- d) *how will you know that you have learned English successfully?*
- e) *how much time does it take to learn English?*
- f) *how do you feel while you are learning English?*

We can often experience that people are more prone to think that others think as themselves, thereby in group work a person often feels discomfort when he/she sees that others treat differently. However, becoming aware of the knowledge about meta-programs and understanding that the brain of each person functions in different ways could prevent this condition. Thus, meta-programs are the non-conscious filters our brains habitually use to select relevant information from our sensory experience. Once our brain finds a way of behaving that works, it tends to repeat it so that it becomes a habit or a program. On this scale, teachers can use the following exercise:

- Give them the worksheet and ask them to fill it in for themselves.

- Students then mingle to try to find other people with exactly the same profile as themselves (it is unlikely that many people will find someone with exactly the same profile). They must speak to one another in English without showing anyone else their completed worksheet.

- After about five minutes, have a class discussion about what this means for them as a group of learners.

METAPROGRAMS	
Grade yourself according to how strongly you agree with the statements on each side of the scale.	
1 I like to think before I act	0 0 0 0 0 0 I don't like wasting time. I like to get on with the job.
2 I like people to praise me.	0 0 0 0 0 0 I know when I've done well. I don't need others to tell me.
3 I like someone to tell me exactly how to do things.	0 0 0 0 0 0 I like experimenting and doing things my way.
4 I work best when I know what the reward is.	0 0 0 0 0 0 I only start working when I'm scared of what will happen if I don't.
5 I like new things all the time.	0 0 0 0 0 0 I like to do things I know.
6 I concentrate most on my own needs.	0 0 0 0 0 0 I can only work well when everyone around me is happy.
7 I work better on my own.	0 0 0 0 0 0 I work better as part of a team.
8 I can't work until I've worked through the details of how to do something.	0 0 0 0 0 0 I need to have an overview before I look at details.

To help students think about their long-term goals while practicing language is a

noteworthy strategy to help students utilize their imagination and keep them motivated. The activity called “Doodle a dream” can be a perfect example of it:

–Ask students to sit quietly and comfortably, close their eyes and go inside.

Just let your mind relax, and think forward ten or twenty years to imagine yourself in the future. What do you want your life to be like? How do you want to feel? What sort of things do you want to be doing? What sort of things will you see around you? What sounds will you be hearing? Just let your mind roam over your professional life, your job, your career, your work. And your personal life, your relationships, your parents, maybe children, grandchildren. Your home. Travel. Holidays. Your leisure activities. Anything you would like to have in your future. Just draw any shapes that seem to represent your future.

–After a few minutes, students get together in small groups to look at their doodles and think about what they mean (groups of four and five can be formed as students finish). Ask students to say what they see in other people's doodles, rather than explaining their own (although that is likely to happen too).

Despite the fact that one learning style is more dominant than others, we utilize all our representational systems simultaneously. It is practically impossible to suggest exercises that focus exclusively on one particular sense. From a teaching point of view, the important thing is sometimes to give students a lot of sensory input, let them use their imaginations [2, p. 23]. K. Oatley [16] suggests that our brains create a running sensory movie based on stories we read or hear. These come together in the theory of embodied simulation which suggests that the words we hear or read or even say to ourselves actually create experiences inside our brains. The activation of neural areas in the scans suggests that a listener's brain actually

comes into sync with the storyteller's own brain patterns and it indicates that the listener is very active in creating internal experiences from the words that echo the storyteller's own brain patterns [15, p. 62]. In this respect, storytelling in NLP is also considered a powerful pedagogical tool to help our students learn vicariously. In a language class there are also a number of techniques to get students into “listen to story” mood and encourage them to make their own stories that embody both multi-sensory and verbal approaches:

–Show a picture or a series of pictures and cover a crucial part of the picture (eg on an OHP) ask students to speculate about the missing part. Ask what feelings, smells, sounds they find relevant to the picture.

–Ask students to speculate on different storylines related to the pictures of the main characters.

–Play appropriate music to stimulate interest in the story- what images, tactile sensations, tastes and smells do they imagine?

–Show students real objects regarding the story and ask them to predict what the story might be about.

–Give students speculative questions, the morals, the historical or socio-political context from the story, and ask them to guess things such as the storyline, the title, the characters, etc.

The mind-mapping technique is also considered to be an effective technique to lure students' attention in EFL teaching and learning. Tony Buzan depicted Mind Mapping as a creative thinking tool reflecting the brain's working mechanism. Since both hemispheres of the brain are involved in the activity, students are able to connect the language with creativity. For example, the mind-map below describes the way how the reading material can be processed and taught:



Conclusion. Over the course of the study, both conceptual and practical importance of neuro-linguistic programming were analyzed. It becomes clear that the building of efficient rapport between teacher and student helps students to communicate in English without

fear and more enthusiastically. To a large extent, encouraging students to express their own identities through the target language by having more choices is found to be helpful for developing a learning environment that is intrinsically rewarding.

References

1. Fletcher, S. (2000) A role for imagery in mentoring. *Career Development International*, 5(4/5): 235–243.
2. Revell, J. & Norman, S. (1999). *Handing over: NLP-Based Activities for Language Learning*. England: Saffire Press. 144 p.
3. Kasser, T., Ahuvia, A. (2002). Materialistic Values and Well-Being in Business Students. *European Journal of Social Psychology*, 32(1): 137–146. doi:10.1002/ejsp.85.
4. Ready, R. & Burton, K. (2010). *Neuro-Linguistic Programming For Dummies*, 2nd edition. England: John Wiley & Sons Ltd. 416 p.
5. Gardner, R.C. & Lambert, W.E. (1972). Motivational variables in second language acquisition. In R.C. Gardner & W. Lambert (eds.). *Attitudes and motivation in second language learning*. (pp. 119–216). Rowley, MA: Newbury House.
6. Deci, E.L. & Ryan, R.M. (1985). *Intrinsic motivation and self-determination in human behavior*. New York, NY: Plenum.
7. Hardre, P.L. & Reeve, J. (2003). A motivational model of rural students' intentions to persist in, versus drop out of, high school. *Journal of Educational Psychology*, 95: 347–356.
8. Jang, H., Reeve, J. & Deci, E.L. (2010). Engaging students in learning activities: It's not autonomy support or structure, but autonomy support and structure. *Journal of Educational Psychology*, 102(3), 588–600.
9. Skinner, E.A., & Belmont, M.J. (1993). Motivation in the classroom: Reciprocal effects of teacher behavior and student engagement across the school year. *Journal of Educational Psychology*, 85: 571–581.
10. Norton, B. (2000). *Identity and language learning: Gender, ethnicity and educational change*. Harlow, England: Longman/Pearson Education Limited.
11. Little, D. (2004). Democracy, discourse and learner autonomy in the foreign language classroom. *Utbildning and Demokrati*, 13(3): 105–126.
12. Thornbury, S. (2001). The unbearable lightness of EFL. *ELT Journal*, 55(4): 391–402.
13. Carey, J., Churches, R., Hutchinson, G., Jones, J., Tosey, P. (2010). Neuro-linguistic programming and learning: teacher case studies on the impact of NLP in education. In J. West-Burnham (Foreword). CfBT Education Trust: 40 p.
14. Ushioda, E. (2009). A person-in-context relational view of emergent motivation, self and identity. In Z. Dörnyei and E. Ushioda (eds.) *Motivation, language identity and the L2 self* (pp. 215–228). Bristol: Multilingual Matters.
15. Cullen, B., Deacon, B., Backwell, B., Mulvey, S., Roth, I. (2015). *Explorations in NLP and Language Teaching*. Japan: Standing in Spirit Publications. 118 p.
16. Oatley, K. (2012). *The passionate muse: Exploring emotion in stories*. Oxford: Oxford University Press. 224 pages
17. Maslow, H.A. (2013). *Hierarchy of Needs: A Theory of Human Motivation*, Start Publishing LLC.
18. Millrood, R. (2004). The role of NLP in teachers' classroom discourse. *ELT Journal*, 58(1): 28–37.
19. Murray, G. (Ed.), Gao, X., Lamb, T. (2011). *Identity, Motivation and Autonomy in Language Learning*. Bristol, UK: Multilingual Matters.
20. Wentzel, R.K. & Miele, B.D. (2016). *Handbook of Motivation at School*. Routledge. 544 p.

ГАДЖИЗАДЕ Гюнай Тальб гызы

диссертантка кафедри англійської філології,
Бакинський славянський університет, Азербайджан

**ВЛИЯНИЕ НЕЙРОЛИНГВИСТИЧЕСКОГО ПРОГРАММИРОВАНИЯ НА ВНУТРЕННЮЮ
МОТИВАЦИЮ УЧАЩИХСЯ НА УРОКАХ АНГЛИЙСКОГО ЯЗЫКА КАК ИНОСТРАННОГО**

Аннотация. Показано, как использование нейролингвистического программирования помогает удовлетворить индивидуальные мотивационные потребности учащихся и повысить их уровень интереса и понимания в классе английского языка. Подходы, изложенные в статье, позволяют осознать важные факторы, упущенные при традиционном анализе процесса преподавания английского языка.

Предлагаются практические решения, имеющие тенденцию к усилению ассоциативного мышления, повышения внутренней мотивации учащихся, помогающие им в полной мере раскрыть свою субъективность, творческий потенциал и инициативу. Формируется исчерпывающее представление о влиянии внутренних факторов на мотивацию и обучение учащихся.

Исследуются психолингвистические аспекты проблем, касающихся процесса обучения, мотивации и вовлеченности учащихся в познавательную деятельность. Изучение сущности внутренних и внешних целей показывает, что ориентация на более внутренние цели приводит к более позитивному обуче-

нию, производительности и обеспечивает большее психологическое благополучие. Успех учебного процесса связан с построением эффективных взаимоотношений между учителем и учеником, а также с отказом от монотонного стиля обучения.

Мотивированно продвигается идея о том, что нейрофизиологическое состояние учащихся и их представления об обучении и о самих себе как учащихся сильно влияют на их способность к обучению. Это дает основания считать, что методы НЛП могут обогатить ментальные карты студентов, изменить их убеждения на бессознательном уровне, что побуждает студентов исследовать свой внутренний потенциал и с энтузиазмом изучать язык.

Ключевые слова: нейролингвистическое программирование; внутренняя мотивация; построение раппорт; бессознательный разум; мультисенсорный подход; автономия учащегося.

Одержано редакцією: 10.04. 2021
Прийнято до публікації: 25.04. 2021