



NLP TECHNIQUES FOR TEACHING GEN Z STUDENTS: RETHINKING NEW WAYS OF COMMUNICATION

(An empirical study of the Usefulness of NLP training among the faculty of Higher Educational Institutions)

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Abstract

Teachers are searching for different ways to reach their students may find that a number of NLP techniques can help them to improve communication, establish and maintain rapport and create a supportive atmosphere in their classrooms. Based on the idea that we all perceive the world around us in different ways gives teachers insight into the 'territories' inhabited by their learners. Teachers are less aware of the characteristics of learning from new generation i.e., post Millennials. The learning environment is impacted by the behavioural patterns and the learning styles of each learner. Teachers need to be resourceful and they have to reach the learners with empathy. The modern day learners are loaded with information and resources which needs to be channelized. This has to be identified and the hurdles need to be addressed for creating a responsive class room. NLP techniques (Neuro Linguistic Programming) offers many tools for understanding about the learner and their characteristics. The article has thrown light on the impact of training programme offered on NLP techniques which gives a focus on Teachers.

Key words : Neuro Linguistic programming (NLP), Teaching Tools

I.INTRODUCTION

Education is focused on the student (Learner centric environment) is a trend which is significantly influenced by humanistic pedagogy and psychology with the emphasis on creative potential of every human being and the ability of self-change. The pedagogical skills of a teacher defines the effectiveness of class room engagement. The teacher is perceived as a facilitator and organizer of a student's learning, as his/ her advisor or assistant. Such a role of a teacher corresponds to the teacher where the main function is to provide help with building knowledge and skills for the present day learners.

There is an increasing demand from the teaching community for the structured learning of NLP techniques to train themselves to help them and the learners to reach their full potential. According to experts NLP is a highly effective tool for education field. If there is a need for modern student centric teaching methods and in today's interactive class room, it is suggested to go with new techniques of making the class room interesting. The behavioral understanding of the students are important for an effective class room management.

II. CONCEPT OF NLP (Neuro Linguistic Programming)

Neuro Linguistic Programming or NLP for short, is a methodology developed in the 1970s which, put simply, helps individuals understand the way they take on board information in every form, be it what they see, hear, taste or feel. The learners discover how the way they process that information influences their actions and, in turn, various outcomes which affect their lives. The aim of NLP is to give the learner the tools they need to make changes to those thought processes and turn them to their advantage in order to achieve better results.

NeuroLinguistics Programming (NLP) is in fact thinking about thinking. NLP is a tool, a technique of educating ourselves and others, which connects knowledge of the human mind, the brain, with the aim to learn the ability to learn, continuously develop, strengthen own potential and reach extraordinary results in various fields of life, i.e. in education, personal and working life, and business. Among other things, we use it in practice as a tool for education of adults to help us uncover tacit knowledge. (hidden in the mind of the person) since with the help of NLP, we can get not only to conscious but also to unconscious elements of our mind, and thus we can identify how we do the things we do. This approach enables us to do the things we really want to do and to reach the set target. (Ing. Lenka Rábeková)

NLP is probably best known as a **self-motivation** and **personal development** tool, but in recent years it has gained traction in the world of education, as teachers have begun to recognize that the principles of NLP have significant parallels with Howard Gardner's theory of multiple intelligences.

NLP categorizes the ways we process sensory information into 'representational systems'; most people display a preference for one system, but an ability to utilize all of them is likely to achieve the best results. These representational systems are similar to the main learning styles put forward by the theory of multiple intelligences: **visual**, where the learner responds best to demonstrations, charts and other visual stimuli; **auditory** where a verbal explanation is preferred and **kinesthetic** where the student learns best from hands-on experience. (Pip Thomas). The founders of NLP, John Grinder and Richard Bandler, observed excellent communicators and analysed what exactly they did in order to be able to teach this to others. This was the beginning of NLP, "Neuro" representing the brain and the nervous system which is the home of our behaviour, "Linguistic" meaning the words we use to express our thoughts and feelings, and "Programming" which refers to the actions we use to produce results and achieve our goals.

III. Objective :

1. To understand the content of NLP techniques for teaching post millennials as a communication tool.
2. To find the selection of tools for Educational methodology using NLP
3. To find the impact of training programme held during December 2020 for the recommendations of content development.

IV. Review of Literature

4.1 Selection of tools for Education Methodology

4.1.1. Gamification (Learning via Game)

As the first tool, we introduce the tool called gamification. The whole Education Methodology is based on this tool. The term gamification can be characterized as using gaming elements in a non-gaming environment. The students prefer to play than to learn seriously. Therefore, the process of education which students perceive as a game can capture their attention and interest for a longer time than standard teaching. Gamification in education is a return to the ideas of J. A. Comenius' "learning via game" Supporting the development of students' autonomy leads to increase of their interest, creativity and independence. Internal motivation of students is the most efficient driving force and it is long-lasting. The way of gaining new knowledge is crucial since gamification causes that students gain new knowledge fast and with enjoyment.

4.1.2.Mind Maps

The second tool which is being introduced is called mind maps. It is the prominent tool of our Education Methodology. Mind maps are a visual tool in thinking which helps to create new approaches in education, problem solving, organization, enhancing efficiency of everyday activities either at work or in personal life. This technique is useful in all forms of mental work (e.g. learning). A map is a dynamic and organic tool for organization of work, time and enhancing memory, which helps by storing and organizing information.

Maps are used for study, planning, getting new ideas, increasing personal performance, negotiation, and the like. Maps enable us to utilize the great potential of the brain and stimulate the spirit of organization. The correct approach to our own knowledge is one of the keys to successful education, personal life and work, which is closely related to the need to learn how to control our brain and mind processes. Mind maps can be created manually or a software which supports mind maps can be downloaded.

For education purpose, the component of NLP which is called **modelling** can be used. It is a process of encoding talent - the means for discovering the ability to excel. If someone else successfully reaches results which we would like to reach as well, we can imitate them or model his knowledge, abilities and skills. And thus, to model means to imitate thinking patterns, language and behaviour. The right modelling enables us to reach demanded results repeatedly. For example, We can imitate achievements of an excellent teacher, Entrepreneur, manager or seller. The aim of this article is on the conduct of the training programme to present the Educational Methodology and because of the extensiveness of the topic, the basic characteristics of the tools are only stated.

V. Research Methodology

A training programme on NLP techniques for teachers was conducted among the teachers of higher education. There were 172 participants from various disciplines (Engineering, English, management, Commerce, School teaching etc.,) and from different colleges have shown interest and participated in the programme. The participants have attended the training programme of lectures and assessment for the need of understanding NLP techniques which would be useful and effective in their teaching career. The content of NLP as a teaching Tool and to know the impact of training programme was set to be the focus of the research.

Participants : The target audience group are Teachers of Higher educational Institutions.

Age Group : A combination of young and senior faculty of teaching.

VI. Analytic Views and interpretations

6.1 Demographic variables

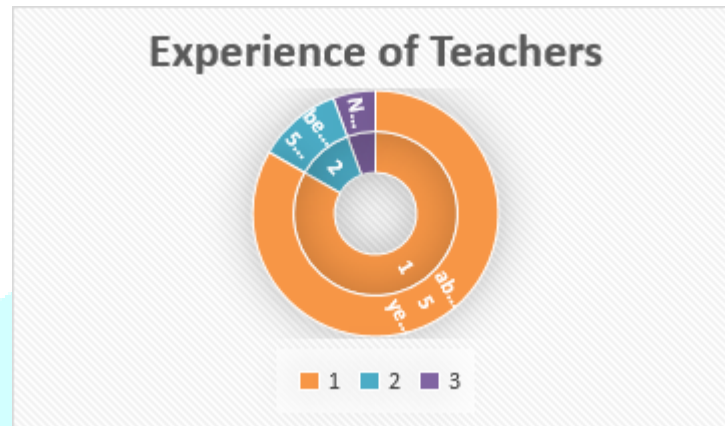
Gender, Age group, Educational Qualification, Teaching Experience are the demographic factors considered.

- Gender- both male and female participants were included.
- Age Group – Most of the age group of the participants are belonging to the senior level i.e., above 35 years
- Educational qualification involves UG, PG level and Doctoral degree.
- Teaching Experience- This shows how many of the experienced teachers are still interested in knowing the new methods of class room engagement.

6.1.1. Teaching Experience

Table No 5.1.1

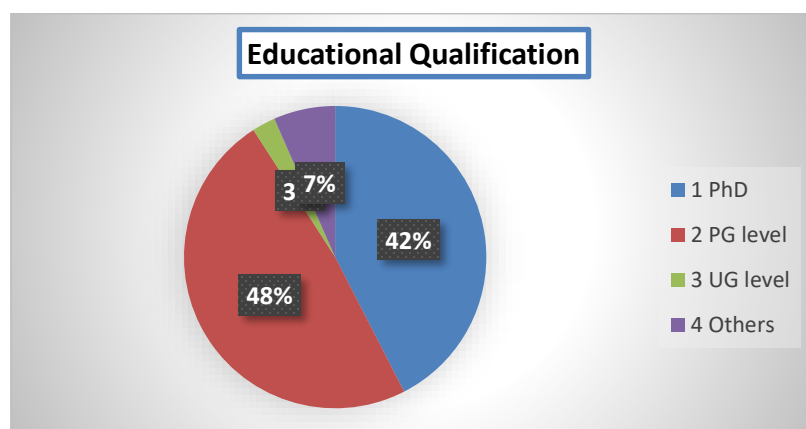
1	Above 5 years	83.3
2	Below 5 years	11.1
3	Not applicable (Research Scholars & Industry Professionals)	5.6



From the above representation it posits that the teachers with more than 5 years of experience are interested to know the new methods of communicating with the present generation of students. This clearly indicates that

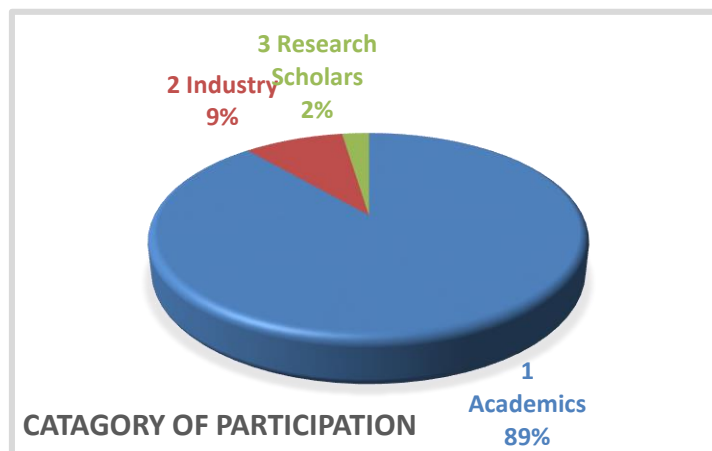
6.1.2. Education Level

1	PhD	42.5
2	PG level	48.5
3	UG level	2.5
4	Others (Students & Scholars)	6.6



6.1.3 Category of participation

1	Academics	88.7
2	Industry	8.9
3	Research Scholars	2.4



From the above representation it is evident that the teachers category is more for participation in knowing the new ways of communication with the post millennials.

6.2 Impact of the Training Programme on NLP techniques.

The Teachers those who have attended the programme was highly impressed and understood the psychology behind knowing themselves and the students.

Reaching GenZ students.

These generational shifts in attitude, behavior and communication are becoming pervasive on campus, reaching all the way into the classroom. And institutions will be shaped by them; the question is whether it will be by accident or by design. Leaders of the Higher educational institutions who understand the connection between digital engagement and student experience will cause dynamic changes within their institutions. The same goes for individual faculty and the courses they teach. Instructors who want to connect with students from Generation Z will benefit from shifting the way they teach.

Generation Z, born after 1995, who is still to come into the workforce, but tend to be digital natives, fast decision makers, and highly connected. The typical Generation Z person, or digital natives as often referred to (Dauksevicuite, 2016; Rothman, 2016) was the first generation born into a globally (internet) connected world and therefore “live and breathe” technology. This is also true for the higher education environment where Generation Z students rely on PC-recordings instead of taking notes, are more tend to raise questions online, see a lecture as “**come and entertain me**” and does not like waiting for a response but demand instant information and communication (Dauksevicuite, 2016; Rothman, 2016). Some research illustrated that the brains of Generation Z are structurally different than those of earlier generations, not as a result of genetics, but as a result of the external environment. Hence Teachers not only to teach but also to reach the students.

6.2.1 Learning of NLP is for Self discovery

1	Yes	98.5
2	No	1.5
3	Not necessarily	0

(Primary data)



From the above table No 6.2.1 and the graphical representation, it is evident that 98% of the participants wants to know about themselves and for self discovery. The state of being a teacher and the importance of knowing the behavioral aspects of the learner is evident.

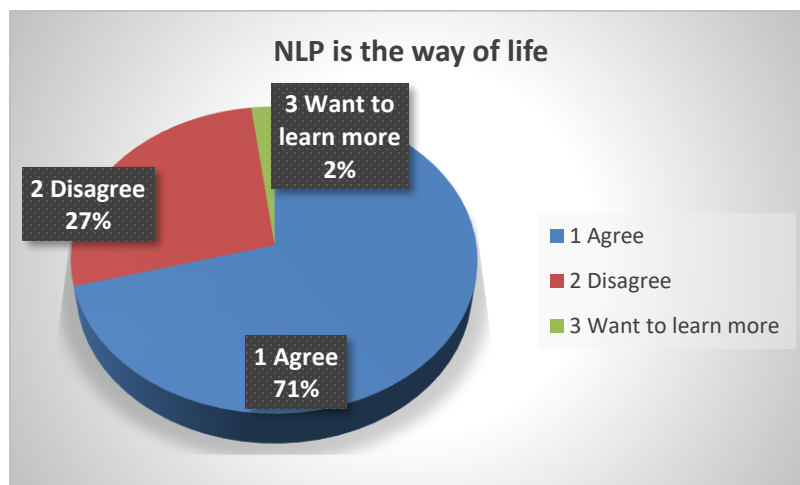
On one particular point, one is interested to know thy self which itself is a journey, helps in knowing our self and how to live a happy life by understanding others.

6.2.2. NLP is not necessarily to be learnt. It is the way of life.

1	Agree	70
2	Disagree	26.9
3	Want to learn more	2

(Primary data)

From the above table it is evident that 70 percent of the participants agree that NLP techniques are not to be learnt but it has become the way of life and to better understand the environment. However 27 % of the people disagree with the statement and they want to learn what is NLP. The participants have learnt to change their approach of teaching and are willing to try new methods for better engagement.

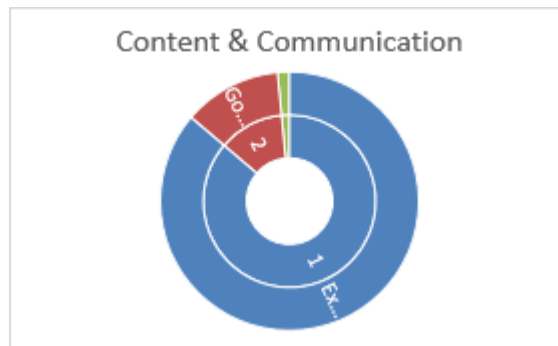


The perception, usage of language and words, communication and empathy are to be learnt from NLP and it has to be practiced while talking, maintaining relationships and for better living.

6.2.3 Content and Communication of the training programme

1	Excellent	86.2
2	Good	12.3
3	Fair	1.5
4	Poor	0

(Primary data)



The content and the communication of the programme was focused toward the learning of NLP techniques through online platform. The content of the programme is customized according to the improvement of teacher's effectiveness in class room. Some of the following content are taught in the training programme. Viz.,

- Introduction to Neuro Linguistic Programming
- Mental Model – Power of sub conscious mind
- Perception, Generalization
- Sensory Channel – VAK model
- Pre suppositions
- Well formed outcomes.
- Elements of communication
- Building Rapport in the class Room
- Different Teaching- learning methods
- Digitalization and Learning styles
- Engagement in the class room
- Experiential learning
- Power posing and poise of a teacher.
- Gamification of learning
 - Components, Power of story telling
 - Learning and Entertainment in NLP
 - Activities- Demonstrations

VII. NLP AND TEACHING LEARNING PROCESS (NLP in the Class Room)

So, it is suggested that every learner should practice NLP in order to get good results, be it teachers or students. But for teachers, the understanding of what makes someone tick which NLP gives them can be a huge advantage, helping them to tailor the way they deliver learning to suit their students.

There are all sorts of subtle language clues which the trained observer can pick up to help them identify the learning style or representational system a student prefers and this promotes an understanding of how the language and materials a teacher uses can optimize their students' ability to take in information.

So NLP complements a teacher's understanding of the learning styles, but to be truly beneficial in education that it has to go beyond that. NLP can offer learning strategies which help students to develop their abilities to utilize more than one learning style, and it can give teachers a useful additional tool to deal with challenging behaviour. The following are the components of NLP techniques which some teachers are now implementing to great advantage:

7.1 Sensory - Acuity

Becoming aware of the less used representational channels can help learners to stretch out of their comfort zones and develop new learning strategies. It will also increase their ability to perceive and remember material they have learned in more than one way. Michael Grinder points out that 'What we have learned is often not as important as how we have stored the information in our brains.' This means that if we can remember something using a visual, auditory and the kinesthetic

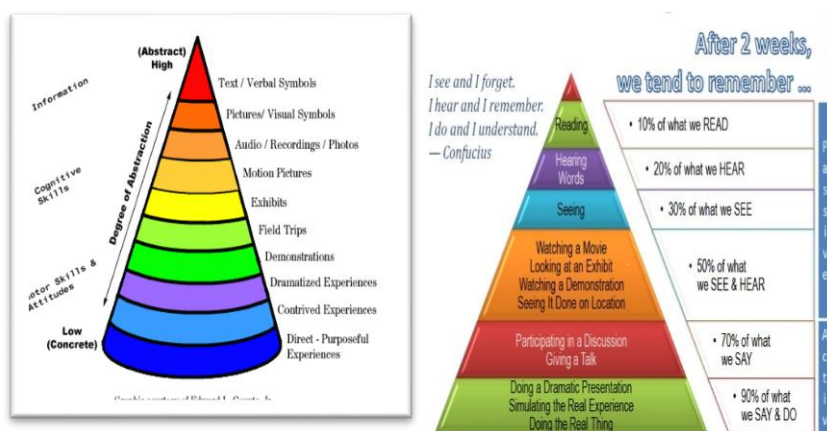
channel, then we have more chance of accessing it when we need it. These short activities can be incorporated into any classroom to help learners stretch out of their preferred styles. (Marjorie Rosenberg 2015)

7.2 Representational system

The world around us exists in our own perceptions and memories. NLP has named our sensory channels as “representational” systems referring to the way we “re-present” or make sense of our external environments. Due to the constant bombardment of the information we receive every day, NLP practitioners maintain that most people have created a set of filters in order to keep from becoming overwhelmed. These filters can be divided into visual, auditory and kinesthetic (VAK) channels. In adults and older adolescents the kinesthetic channel is generally sub-divided into a motoric or an emotional preference. When we are truly relaxed we find it easier to access and make use of each of these sensory channels. However, when we are stressed we tend to rely on our most comfortable channel(s). It is possible to perceive information in one channel, store it as a memory using another channel and express it using a third one. By noticing *details* of *how* people speak and act, we can better understand the systems they are using at the time. This then enables us to communicate and teach more effectively. (Marjorie Rosenberg 2015)

7.2.1. Representational System and Edgar Dale’s Cone of Experience

The learning style of an individual (VAK Model) can be inter related with Dale’s cone of Experience, i.e how the learner exhibits and the educational technology basically revolves around the cone of experience. NLP can be used as a communicative tool.



(Source: <https://teachernoella.weebly.com/dales-cone-of-experience.html>)

Dale’s Cone of Experience is a visual model that is composed of 11 stages starting from concrete experiences at the bottom of the cone, then it becomes more and more abstract as it reaches the peak of the cone. Also according to Dale, the arrangement in the cone is not based on abstraction and on the number of senses involved. The experiences in each stage can be mixed and are inter related that increases more meaningful learning. (Edgar Dale(1969) <https://teachernoella.weebly.com/dales-cone-of-experience.html>) Edgar Dale’s cone of experience clearly explains the representational system of a learner. The combination of VAK model is exhibited for creating an effective learning environment.

7.3 Perceptual positioning

Sometimes teachers need to ask their students to look at something from an entirely different point of view than the one they would naturally adopt. Perceptual positioning is an approach which can facilitate this. For example, the teacher might conduct an exercise involving three students of differing opinions where they set up three chairs, each of which is tagged with a ‘position’, and ask students to move from one chair to another in order to adopt a different view.

This simple technique has been demonstrated to have profound effects, as the active involvement and physical movement trigger a change in thinking much more successfully than a simple request to see someone else's point of view. It's a method that can be applied not only to learning, but to help in cases of bullying and other behavioural issues.

7.4 Presupposition

Presupposition deals with unspoken meanings in dialogues. For example a teacher offers the class a choice, "Would you like to write the test now or complete the assignment?" The teacher wants to convey the message that both must be completed which is unspoken but both are not clear. Here the teacher is allowing the students the element of choice which means they're more likely to focus on their decision about which to complete first rather than challenging the teacher's instructions. These may sound like techniques that a good teacher would use anyway, and it's true that many teachers are practicing some elements of NLP without even realizing it. However, a more thorough understanding of NLP allows them to use those skills to greater advantage and make more informed decisions about the approach they take with their students. NLP is now being adopted by some universities as part of their curriculum, a sure sign of the wider acceptance it now enjoys. This has proven results in class room engagement.

7.4.1 Some Presuppositions from NLP training programme :

- Meet the other person at their model of the world.
- The map is not the territory
- Experience has a structure
- People work perfectly
- People are always making the best choice available with them
- Underlying every behavior is a positive intention.
- People already have all the resources they need.
- People communicate at conscious / unconscious levels
- There are no failures in communication.
- You cannot be without communicating.

7.5 Meta Model (The power of words and questioning)

First, the core language model of NLP, known as the 'meta-model' (Bandler and Grinder 1975a), comprises a set of verbal patterns with corresponding forms of question that stimulate exploration of learners' constructs. From our experience, many teachers in Higher Education rely on broad distinctions between 'open' and 'closed' questions. The meta-model offers an accessible and relatively sophisticated framework that enables the teacher to guide such enquiry more effectively.

7.6 Rapport & Rapport Building

Rapport in the classroom is one of the most important elements in getting a message across. NLP has specific techniques to learn how to establish and maintain rapport. These include strategies such as matching body language and posture, volume and speed of voice, use of register and slang. Other factors can include distance of speakers and eye contact. This can be easily demonstrated in the following exercise. (Marjorie Rosenberg 2015)

7.6.1 Techniques of Rapport Building

Content, Emotional, Posture, Tone and tempo, VAK, breathing and value Rapport which makes the teacher to build rapport with their students. Better the rapport, better is the communication and perceiving of information. Mirroring and matching will help us to build rapport with the person we are communicating.

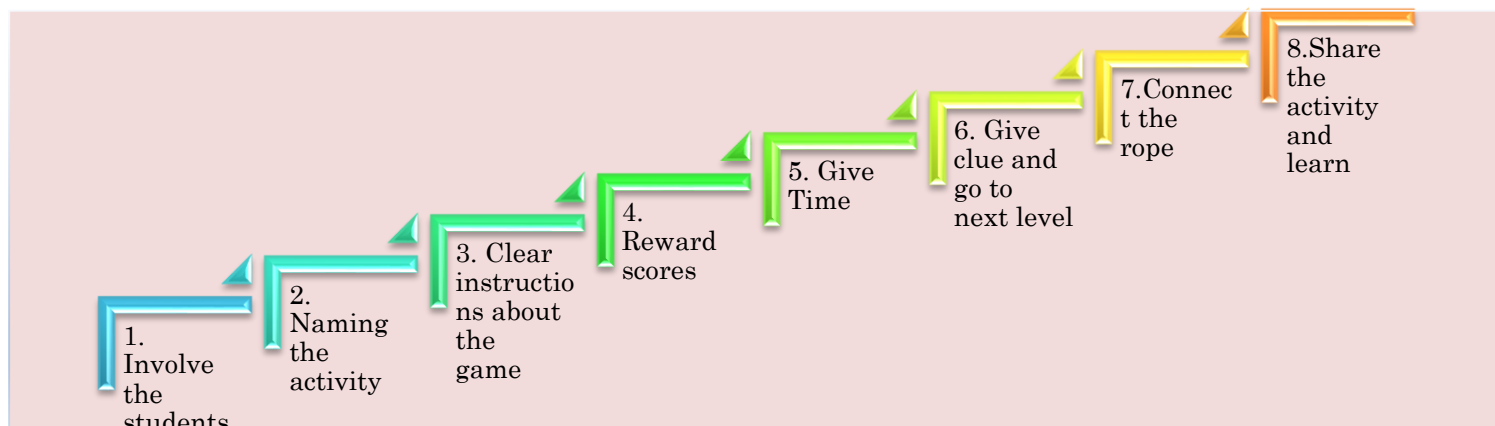
7.7 Other Teaching tools of Student engagement in the class room.

7.7.1 Gamification (learning via gaming)

Gamification represents the latest trend in the field of education and business. Therefore, it has to be used as an Education Methodology and it has to be brought in to the class room. By using tools such as mind maps and NLP programming, participants can realize which kind of knowledge they need at that real moment, which kind of knowledge is relevant to their

present work project or task. In this way, the teacher is able to offer just and only that information which is sufficient for students. Students directly influence the amount and character of information which is provided by the teacher.

The process of gamification is depicted the following picture.

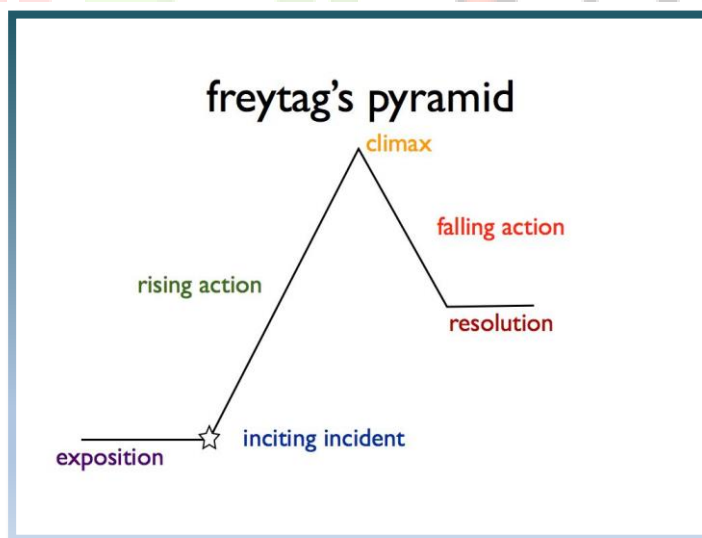


(Source - Created for the study)

A mind map of the desired state and a mind map of the actual state of a student has to be illustrated. At first, the student creates a mind map of the desired state which he wants to achieve, and then the mind map of his actual state in which the student is now. The student is led by coaching questions by the teacher and make the student to answer by himself and finds the map of the desired state. An illustration, a story, a game or a situation can be used to change the map of the student.

7.7.2 Power of story Telling (Learning with entertainment)

The majority of stories follow a fairly simple pattern called Freytag's Pyramid. The teachers and story tellers can find out and experiment the way of stages of Freytag's pyramid.



Freytag's Pyramid describes the five key stages in successful storytelling, offering a conceptual framework for writing a story from start to finish. These stages are:

1. Exposition- start of the story
2. Rising Action - The rising action explores the story's conflict up until its climax
3. Climax- Here, the story's conflict peaks and we learn the fate of the main characters
4. Falling Action -In falling action, the writer explores the aftermath of the climax
5. Resolution – Ending of the story

Engaging classrooms with the usage of stories related with life, career, success, usage of power of words etc., will create interest in learning. The kinesthetical involvement by the students (learners) in the class room will surprise the teacher with more engagement. The story can be connected with modelling in NLP for achieving success, motivation and self development.

VIII. Findings and Managerial implications

It is explicit that the tools and techniques are used in NLP to bring change in the behavioural process of a student will benefit his work life. The teachers are trained to cope up with the changed behaviours of so called digital citizens or post millennials.

The institution is more keen on developing good teachers for facilitating the new environment of learning. The institution takes pride in conducting such programmes which will create quality teaching- learning environment. The responsibility of handling the present day youth is more challenging. The educational institutions have to take steps in learning environments more conducive and to introduce more technologies and techniques to make the process interesting. The institution is benefited through conducting such programmes and bring the Eminent experts, practitioners, academicians and faculty members together for fruitful discussions and deliberations. The institution has seriously attempted to make the psychological well being of the faculty to remain happy and focused on academic activities to enrich their knowledge and experience to serve the student community better.

8.1 Usefulness of NLP for Teachers

- NLP is a communication Tool and it talks about feedback not the failure. It can be used as a teaching technique in the class room.
- It connects the teachers with the students.
- It is an interaction method and help to build bridges in teaching learning process.
- Helps to accept the differences among the students. (VAK model)
- Helps to change the way the information need to be presented.
- Give a tuning to individual learning style.
- The techniques helps to flow with natural neural pathways of learning.
- NLP helps to match different learning styles with different teaching styles.

8.1.1 IMPACT OF THE TRAINING PROGRAMME

8.1.1.1 NLP training helps understand different learning methods for the faculty

As any teacher knows, different children learn differently. NLP makes special distinctions between visual, auditory and kinesthetic learning. People of all ages tend to use one sense as a dominant source of information (and to rather ignore the others). To get a message across to any group of people requires a range of methods: pictures, sounds and actually doing things. NLP techniques for teachers should only be used for responsible learning purposes.

However, there are plenty of other forces out there battling for the attention of young minds: the media, advertising, the internet. It's about time to control the external forces and to make the learners focused is challenging. In the long run, NLP can help teachers to outsmart these other forces, and to give students what they really need, the power to control their own minds and destinies.

The programme has dealt with a systematic exposition of topics such as

1. NLP Techniques in knowing the learner states and responding methods
2. An overview of the characteristic features and attributes of Gen Z students and their expectations from the teachers.

The faculties were benefited by the expert academicians on Teaching and learning process which was redefined. Activities and demonstrations were helpful in knowing the course contents better.

Besides giving a detailed discussion on the basic principles and practices of usage of NLP technologies in teaching on aptitude and attitude required for an effective teacher. Thus it was given importance to better understanding of body, mind, and brain will make one a better teacher for everyday. The programme was carried out to new approaches of application of NLP techniques in digital learning environments and gamifying in the class rooms. The psychological and physiological well being of teachers are taught in the session. Meditation, Breathing exercises and connectivity with neurology was quite beneficial to the participants. Experiential learning on How NLP is useful in understanding the student for B-to- B teaching (Brain to Brain) to H-to- H teaching (Heart to Heart). Usage of subconscious mind for meditation and shift of emotions were taught to the participants. The application of the tools of NLP has helped the faculty to build a rapport with the students of Gen Z and to provide a congenial teaching-learning environment.

8.1.2 Need of Behavioural understanding of Gen Z students and new Generation learners

Generation Z—typically defined as people born after 1995—is now arriving on campus. But by most accounts, they're different from their predecessors, the Millennials. They are truly digital native generation. A study proves that they reach for a smart device every seven minutes. They multi task across five or four screens instead of two or three. To reach these generation with new methods of teaching is more vital and they look for results and we need them keep busy always. The faculties of the present day youth needs to be more smarter than the students. It is the need of the hour to find more ways of teaching techniques which need to be relevant.

The program has provided hands on training on usage of ICT tools and transforming the class rooms with technology for addressing the Gen Z students of today. Usage of Google class rooms, Google forms for survey, many ICT platforms for teaching were discussed by expert academicians. The Program was designed accordingly to gain knowledge on gaining confidence in creating E- content for the new Generation learners. The main outcome of the program is to understand the new generation (post millennials) learners and their requirements of providing good learner states and introducing them to technology class rooms.

The course contents have been taught by eminent experts, trainers and practitioners in the field of NLP, having adequate teaching and research experience. This course will be beneficial to the faculty from management, Commerce and Engineering disciplines on the whole.

- The training programme has opened up several avenues for the young teachers to learn about new teaching & learning environment.
- The training has envisioned the futuristic mode of virtual learning and online class rooms. This programme has opened up several avenues for the teachers to exhibit different modes of teaching and improve their quality in content delivery.
- The new learnings and application methods which the teachers are going to practice in future with the knowledge they acquired through this programme would certainly reflect on the enhancement of the teaching learning process to help the student community and learners.
- The programme also threw light on the purposeful engagement of student community in the class room by understanding the psychology of new Gen learners and their challenges.
- The programme has produced fruitful results by motivating the participants of other educational institutions, individual stake holders and our own faculty members..

On the whole, the training programme has attempted to understand the perils and challenges of young minds that needs to have focus in learning and to contribute towards community development

8.1.3 Learning Outcomes from Participants' feedback :

1. Awakened the participants to possess the quality of a teacher, to be a continuous learner and to fulfil the expectations of Gen z students using recent trends in technology integrated teaching pedagogy.
2. Know the importance of aptitude and attitude of teachers. Understanding of Body, Mind and brain will make a better teacher for achieving teacher effectiveness.
3. Learn to be resourceful in the classroom and to engage the students more active and vibrant.
4. Experiential learning on NLP techniques(Usage of Movement of Body, emotions and subconscious mind)
5. Learnt the nuances of making webinars, e - content development and proposal writing for future learning environment.

VIII. Conclusion

Move away from traditional teaching approaches to more learner-based learning. The impact of the training programme has suggested more inclusive visual methods and creative teaching sessions (indoors and outdoors). It is the need of the hour to Explore more applications and supporting software to implement a gradual change. The current situations have demanded for shift in teaching techniques and on the other hand, a transformational methodology has to be adopted by teaching fraternity. New methods can be explored and try to replace PowerPoints with open discussions, lively debate and structured group work. Understanding of representational systems (VAK model) is more important for teaching the current generation of post Millennials. Hence the training programme on Using NLP techniques was beneficial for implementing in the class room and enjoy teaching learning process.

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