

Techniques of NLP that Improve Effectiveness IN AN English Language Classroom

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Abstract--- *The establishment of English as a universal language has mandated people's adeptness in the usage of the language in manifold ways. Today, the role of English language classrooms is not merely teaching the components of grammar and rules and regulations alone. One has to understand the insecurities and fear of failures in students that has to be rightly catered to. When this learning dawns, one knows that a psychological approach is pertinent to derive desired results NLP, known for its ability to alter negative belief patterns and instil confidence in learners, is thus seen as an effective tool to handle such issues in a classroom. The paper elaborates how the techniques of NLP can be used to create a good teacher-student rapport, thus increasing the effectiveness in a language classroom.*

Keywords--- *Neuro Linguistic Programming, Embedded Commands, Belief System, NLP Techniques, Framework, Visual, Auditory, Kinaesthetic Learners.*

I. INTRODUCTION

Neuro Linguistic Programming has been a recent advancement that is stated to have a prolific effect on human beings and their perception about themselves and others. Enhancing the effect of communication and altering personal experiences is the primary reason why NLP has been used worldwide. (Tosey, Mathison). During the 1970s, Richard Bandler and John Grinder from California, USA, created a set of language patterns developed from the observations made on many therapists. Bandler and Grinder were curious to know why some practitioners were very successful and wanted to know the science or formula behind it. Tosey and Mathison opine that NLP borrows ideas from various other fields including Gestalt therapy (Pearls 1969), Person-centered counselling (Rogers 1983) and Ericksonian hypnotherapy (Bandler and Grinder 1975).

Since NLP greatly contributed to the development of communication with a greater impact, it has been used by people from multiple fields including, sales persons, trainers, business people and the like. (Tosey, Mathison). The impact of NLP has been regarded well by educationalist and the techniques are used to enhance success rate in ability to understand. (Moore, 2009). He states that NLP is a catalyst in fulfilling the pedagogical systems. Usage of NLP in education can contribute to improve memory, develop self-esteem, tailor-make learning styles, categorise learners based on learning style, and optimise motivation. NLP offers interesting ways to handle classroom challenges (Tosey & Mathison, 2003).

II. SCOPE OF NLP COMMUNICATING MODEL

Out of the many techniques used, NLP gains prominence for the impact through modelling, which is to identify

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the positive traits of successful performers and take up the formula to achieve excellence by taking a note of brilliance and quality and how outstanding people produce outstanding results. (O'Connor 1993). They wanted to explore the impact of modelling in language classrooms. He thus experimented the impact of modelling in reading strategies. Less proficient language learners whose reading hadn't been improved were taken into account and were asked to model better learning styles through modelling.

O'Connor understood that English language learning can commence with the help of vocabulary and grammar in order to improve speaking skills. His study, like most of the others has supported three levels of language learning including meta cognitive, cognitive and social or affective. Considering the use of NLP to improve personal quality has thus been the right reason for referring it as the science of excellence.

III. PILLARS OF NLP

NLP considers four main pillars as its foundation. They include

- Sensory Acuity
- Outcome
- Rapport
- Behavioural Flexibility.

Sensory Acuity is seeing more of what is going on with the other person's behaviour. It is important to know the components of communication to make communication effective. Albert Mehrabian's Components of communication theory suggests that while effective communication is considered, physiology constitutes 55%, tonality takes up 35%. Most of the teachers of English make a major mistake in emphasising on content, which comprises only 7% of the overall components. Thus, understanding what is communicated requires paying attention to physiology, tonality and content. This is why what is said has less impact than how something is said. When applied in classrooms, the role of components of communication is very important to teach impacting lessons. Sensing the behaviour through the above mentioned parameters is called calibration. However, the finer shifts are those that need a high level of awareness. This is where one needs to develop peripheral vision. Trainers of NLP become highly aware of the surroundings through peripheral vision. Foveal vision, also called as tunnel vision provides much more clarity for details.

Flexibility, another pillar of NLP, is the ability to understand and see things from different perspectives. Bandler and Grinder recommend the following methods for increasing behavioural flexibility: Adopting different perspectives, finding new ways to achieve outcome, seeing the wide array of choices, understanding the logical levels, learning to build rapport with many people, self-evaluation. Outcome is the goal that one works for or the destination that one wants to arrive at. Another major pillar of NLP is rapport. It means the development of similarities at unconscious levels. Similarities can be established or looked from people's needs, behaviour, business or personal qualities. Creating a good rapport is very important in a language classroom when the goal of a teacher is the removal of fear of failure and increase of trust on the teacher. Rapport creation can be done through pacing and leading. Pacing is establishing a bridge of communication between two or more people. Mirroring and matching is the first step of pacing an individual, thus establishing an unconscious similarity. This includes mirroring of

gestures, tonality and rate of speech. When this is done subtly, one can move towards leading which can be checked by altering the gestures and tonality which would be soon followed by the person who was paced. If this is done right, then one can slowly drive home, the point to be told. Some other types of pacing which include Physical pacing, Vocal pacing, Model of the world pacing, language pacing, advanced pacing.

Physical pacing includes whole body pacing, in which the whole body is mirrored and matched ; part body pacing, where specific body parts like hands posture is mirrored; half body matching, where either upper or lower body matching is done; gesture ,which is to own graceful movements to match other person's gesture; breathing ;head or shoulder angle ;facial expression where the expressions and eyebrows can be mirrored; personal space which is to identify the distance the other person is comfortable with.

Vocal pacing matches tonality, tempo, volume and intensity of voice. Model of the world pacing is to find a common subject of interest to make a conversation. It also means to support ideas that come up in a conversation and allowing them to own them. Language pacing is the technique of matching one's own language and mirroring the common phrases used by the individual. PRS which is preferred Representational System will be identified by detecting and matching primary sensory predicates of other person. For a visual person, the phrases employed could be "I see that you want to learn English to" while that of a kinaesthetic person could be "I know how you feel about it."

Advanced pacing is the expertise in using one aspect of our behaviour to match another aspect of the person. For e.g., Adjusting voice tempo to match the rhythm of breathing; pacing eye blinks with finger or head nods; pacing voice tempo with head nods.

Pacing should be followed by leading. Leading can be defined as the changing of behaviours so that the other person follows. If other person doesn't follow the lead, it could be because of insufficient pacing or insufficient rapport. The test of rapport can be checked with the way they follow ones lead. By using the above mentioned techniques, the teacher of English can essentially get into the model of the learners' world, thus leading them towards the aspect of learning the language, all the while removing their fears and inhibitions.

Everyone experiences any given situation differently. Our internal representation determines how we view the world and everything we experience. We unconsciously process a set of sensory information using the perceptions we frame at unconscious levels. Filtering is not a mere passive activity. Every individual actively looks for supportive facts to confirm existing world views, thereby creating self-fulfilling prophecies, forming our own perception of reality. NLP believes that people act according to the way they perceive the world, not according to the way the world really is. (Tosey, Mathison 2005). This is called Preferred Representational System. Metaprograms are the basic filters that people use. This is the most unconscious filters. These are the blueprint or filters that every individual is born with. Metaprograms are the reasons for the formation of our personality types. Followed by meta programs is values, which are our evaluation filters that determine and distinguish what are good and what are bad and how we are associated with them. Values are arranged in hierarchy and are constructed based on personal experiences. Values create the attractions and repulsions from people and situations in life. Since values are determined by the contextual experiences, they have the power to alter the state of individuals and are capable of

alteration based on experiences. Beliefs are nothing but a general view point of how the world is perceived to be. The beliefs are nothing but our assumptions about the world, reality and situations. It is this element that decides if we are going to be the victims or winners in life. It is the beliefs of one person that acts as a catalyst to their behaviour and intention.

Through NLP, if one has to alter destructive beliefs about oneself or the world that is causing them a destructive impact, one has to work and find out the existing belief pattern and alter it so as to change the way the person views the world. Followed by metaprograms and values is memories which plays a very trivial part in our behaviour and view point. As we get older, our reactions are simply the answers to the gestalt which is the collection of memories organised in a certain way. NLP suggests the use of timeline therapy to help one relieve oneself from pain-causing memories. Decisions are the last of the filters that play a role in our Internal Representations. Decisions are sometimes negatively impacting because they were taken wrongly. Thus, according to PRS, people construct internal maps of the world by processing external information through five sensory systems –visual, auditory, kinaesthetic, gustatory, olfactory. Grinder and Bandler state that PRS gets the power of influence through observation of body language, eye movements and voice tone. Visual people look upwards while auditory people look horizontally while kinaesthetic people look downwards towards the right. (Bandler and Grinder).

They suggest that the theoretical knowledge of NLP is essential for a teacher to effectively implement strategies to enhance teaching. The one thing that is evident is that better academic results are possible when teaching and learning styles are congruent. Study on the effect of representational system on certain counselling process was conducted. Investigation on the effect of NLP in a new dimension through empathy and PRS was suggested. Bandler and Grinder created constructs of representational systems and internal maps to organise perceived reality. The judges and clients found the approach empathetic. The study proved that PRS was very essential for language teaching.

Pishghadam emphasised on the positive impact of using NLP in classroom. Teachers ensure that they stand to the left of the student when presenting intellectual information including facts and information so that the right ear and left brain are addressed. The teacher stood to the right when presenting right brain information and auditory learning. (Hellm 1989; James 1996). It was observed that students with visual modality preferred the written information and eyeball movements were observed to be in the left. On the other hand, auditory students' eyeball movement was observed to be in the middle while the kinaesthetic learners recorded information with their eyeball movements to the downright. (Bandler and Grinder 1979). The students accused of being inattentive in a classroom were those who had conflicting PRS with that of a teacher. However, most of the children have an innate ability to translate the PRS of the teacher to their own PRS.

3.1 Cause and Effect

NLP strategically employs a technique called 'cause and effect' in creating sentences in conversation to alter the belief patterns. This defines a causal relationship between one element or phrase and another. These sentences are heavily associated with belief and rules. Some of the suggested cause and effect sentences are: "If you listen to the teacher, you will score better"; "When you start speaking English, you will know that you are already good at it."

Cause and effect can make a child rethink or analyse the other set of possibilities than the one they currently hold. To make this self-analysis happen, the teacher can ask, “Are there or could there be exception to the fact that your family members will not be able to talk in English?”

Other examples of cause and effect that can be employed to English language learners in a classroom includes

1. When you practice reading every day, then you will see the drastic improvement in your language.
2. Talking boldly even with mistakes makes one learn language very quickly.
3. Your fear of making mistakes leads you to never make mistakes and never learn.
4. Every time you make mistakes, learning happens.

IV. EMBEDDED COMMANDS

“Let’s speak only English” is difficult to resist than “Do you want to speak English today?” In the above mentioned dialogues, the first one is polite but difficult to resist whereas the second one is easy to answer, therefore easy to be declined.

V. DOUBLE BIND

“Extempore or JAM? Which one do you people want to engage in, today?” Here, the teacher is subconsciously restricting the choice between extempore and JAM, both of which are speaking skills, without hindering the feeling of freedom of choice of the student. Also, a question that starts as “Would you like to start reading the passage on your own , while I get the songs ready for you? “ best explains how an instruction is stated as an open choice of the learner, thus ensuring the performance of the task without hindering the freedom of the learner.

VI. ‘AND VS BUT’

NLP stresses the right usage of the two conjunctions to create an impacting conversation. NLP suggests to never use “but” after a compliment, for, the negative comment that follows it will have more impact than the positive one. Similarly, any feedback followed by “but” shall have a lasting impression of the positive part of the sentence, thus encouraging the students to perform better. When a student shares his/her experience, the teacher encouraging the child or attempting to create rapport for a supportive environment can start her conversation with “and”. This way, the child begins to feel that the teacher understands them, thus entering their model of the world.

VII. PRESUPPOSITIONS OF NLP

NLP is laid on certain positive convenient assumptions. These assumptions can comfortably introduce one to the wide range of possibilities, all the while breaking negative self-limiting beliefs. The presuppositions of NLP as suggested by Revell and Norman (1997) are given below.

1. The map is not the territory.
2. We respect each other’s model of the world.
3. Aim to increase the choices
4. People make the best choice they can at the time.
5. People work perfectly.

6. Behind every action, there is a positive intention.
7. The meaning of the communication is the response we get.
8. We already have all the resource we need within us, or, we can create them.
9. Mind and body together form a system.
10. There are no failures only feedbacks.
11. The person or element with the most flexibility in a group or system will have the most influence.
12. Modelling successful performance or behaviour leads to excellence.
13. All the processes should lead to integration and wholeness.
14. If you want to understand, act.

NLP's footprint in the field of education has been remarkable. As far as stages of learning is concerned, NLP derives four stages of learning. This can be mapped by any trained teacher of language so that they can understand how exactly to bring a progress the child. The first stage is Unconscious incompetence, also called as wrong intuition -in this stage of learning, the individual doesn't recognise deficit of knowledge. The usefulness of the skill is not accepted by the learner. The role of the teacher is to make the learner know the incompetence and the value of the new skill. The time upto which the individual stays in this stage of learning is dependent on their stimulus to learn. The next level of learning is Conscious Incompetence, which is also called as wrong analysis. The individual may not know how to do the work or learn the skill but the deficit of the skill is learnt and importance of acquiring it is understood. This stage allows the learner to make mistakes all the while understanding that mistakes form an integral part in learning. The third stage is Conscious Competence. The skill is learnt after mistakes are committed and the learner is acquiring proficiency through practise. The new skill is broken down into steps and high conscious involvement is required. The last stage of learning is Unconscious Competence. This stage is also called as right intuition. After numerous rounds of practise and familiarity with the skill, the learner finds it as a part of his nature. The individual becomes an expert and is capable of teaching the new skill to others.

Some powerful NLP techniques that can be imbibed by an ELT teacher in a language classroom are given below. These techniques, when employed, can necessarily build a healthy learning environment by altering the negative and self-limiting belief of the learners.

7.1 Appeal to their Identity

Labelling someone through an indirect appeal to their identity makes them feel the need to stand up to the expectation and act accordingly. Appealing to their identity can be done through the below statements: "You're a natural speaker" (a quality that the person wishes to be tagged with). "You're not a type of person who shys away from talking on stage" (negative attributes to limiting beliefs of the individual.) "One thing I really like about you is that you aren't afraid of failures." and "Unlike others, your improvement in speaking English has been very drastic"

7.2 Use Hierarchy of Values

Identify the value that the individual considers the most important. Addressing the individual such that the priority of the value is stressed can create an urge to fulfil the requirement placed in front of them.

7.3 Invoke Emotions

Emotions are the fundamental units for humans to behave in certain ways. Positive emotions including hope, happiness, kindness and negative emotions including hatred, self-doubt, vengeance can stimulate people to act and respond to situations. Trying to identify what emotion works for a particular individual and whether to give positive feedback or negative feedback can greatly help speeden up the learning process.

7.4 Motivate Your Reader

As a teacher, it would be beneficial for one to ask oneself, what it could do to the person listening to the instructions told. Answering the question “Why” could give clarity to both parties. The instruction should have a motivation, the urge to go do something, the knowledge that it is going to make one better.

7.5 Show them the Consequences

It is important to make the students realise the seriousness of what would happen if they, for e.g., don't learn to communicate the right way. What would they lose? Why is the told action important for them? Reiterating the negative for too long may hinder the participation of the kids due to fear of failure. Similarly, getting to show them the beautiful benefits of doing what they are asked to do can positively manipulate them to do better.

7.6 Ask Questions

Questions are a great way of pulling the listeners into actively participating or seeding certain concepts into their thought process. NLP suggests an active usage of questions in a series, that makes the participants answer with a “Yes” can create the right platform for learning. This can make them more attentive and psychologically ready to receive the ideas proposed. Questions also help to give instructions in a suggestive manner that makes the participant feel involved rather than being dictated what to do, thus creating a conducive learning atmosphere. “Why don't we start our reading class now rather than postponing it to tomorrow?” can be used in the place of “Start reading now!”

7.7 Reframe Possible Objections

Reframing is yet another powerful technique of NLP. It helps see a negative situation in a positive light, thus changing our perception of things. “I've always been a failure “can be reframed by a teacher saying, “You've always been persistent and a learner”

7.8 Use Quotations

Extended quotes have a powerful way of enabling the listener trust the speaker more. Further, this makes the listener authenticate the idea spoken. “A popular linguist once said that reading one passage everyday can enable a student speak English effortlessly in less than hundred days.” The above sentence doesn't necessarily mention who exactly the linguist was. It may or may not have been authentic.

7.9 Employing of Metaphors

Metaphors play a really great deal with the persuasive ability of a teacher in a language classroom. When two totally non related concepts or characters or situations are connected with some intricate message together, it helps the listener or students inherently connect themselves or others to the situation .Human brains are conditioned to

love stories and get connected to them, thus deriving their own perceptions from their models of the world. All great story tellers are great hypnotherapists with or without their knowledge. Thus, as a language teacher, the ability to change limiting beliefs about oneself and situations can be altered by the employment of metaphors. Practitioners of NLP have the natural ability to use metaphors to reframe possible objections related to perception of oneself.

7.10 Compliment and Flatter

The whole world revolves around appreciation. As a teacher of English, it is important to know that the students' struggle to master the language with all the internal doubts and fear of failure is real. This enables the teacher to see the effort behind every simple progress made by the learner. A verbal or non-verbal recognition of the progress made can really motivate the learner to make progressive involvement in the future. The right appreciation can gradually eradicate the fear of failure in the student to a great extent.

7.11 Show No Grey Area

Many a time, the student involved in learning is faced with a very ambiguous and vague instruction. Students should be given instructions that are either to be done or not to be. Expecting the learner to read between the lines can create a state of unrest or tension in a classroom. When instructions are less specific, results will be less specific too. Clarity in expectations and classroom goals reflect in a positive involvement of learners in a classroom.

7.12 Belong to a Special Group

As social animals, we humans either love belonging to a specific group or have the fear of losing out either being a part of the team or opportunities. This need to feel belonged and the fear of being left out can be used constructively in a language classroom. "Here's how you become a part of the most efficient speakers of the world. " or "To all those people who don't want to lose just because of stage fear, this opportunity is for you!"

7.13 Have them make a Commitment

When people are made to commit to do something for their welfare, they tend to stay committed for a longer time. Even if they are to break the commitment, they do it with guilt. Some useful language patterns for this could be, "I thought you said you were (commitment made) this is not what (person with that trait) would do. " "Don't you think (negative trait) is not a useful quality?" if they agree, follow up with what such a person would do instead.

7.14 Change their Life

Everyone in this world is in pursuit of happiness. They want some sort of change in their current state of affairs because that would eventually give them happiness. When the teacher brings out the brighter prospects of change that can happen with the right alterations, the teacher is opening the doors for students who know why they are doing what they are being asked to do.

7.15 Overcome Inertia

As the saying goes, "The first step is the biggest step". Many a time, people fail to take the step because it seems to be complex. The primary idea of NLP is to break down a task as simple steps. This way, the learner doesn't seem frightened with the very idea of taking up a task. NLP suggests narrowing down choices for this because too many choices can disrupt the clarity in decision making.

7.16 Ask Presuppositions

NLP goes in line with the law of attraction. This means to explain how a teacher trained in NLP will ask questions such that the accomplishment is already made. Subconsciously, the learner is made to believe that the task to be done is already successfully completed. “What will you do after winning the trophy for the speech competition?” could be regarded as an example for this.

7.17 Use Rhetorical Questions to Make Claims

Rhetorical questions are those questions asked without expecting answers in return. They are many times made with the idea of emphasising the point made. “Don’t you know that you are showing incredible improvement?” is a question that doesn’t necessarily expect an answer. It indirectly reiterates on the able nature of the listener. Such questions can be used to modify and alter the belief systems of the learners, thus creating an environment devoid of fear for failure or constructive criticisms.

VIII. CONCLUSION

The techniques and frameworks of NLP have proven to be tailor made for students and teachers. (O’Connor&Seymour, 2000). NLP is said to have a striking potentiality for teaching and its employment in teaching and learning has been proven beneficial for students’ development both personally and contextually. Many language educators have started investigating the impact of NLP in education, particularly in teaching language. (Pishghadam, Shayesteh & Shapoori, 2011). They wanted to bring in the effectiveness of NLP particularly in English language teaching .they attempted to create an NLP scale which tried to analyse the impact of NLP in English language classrooms and how it improved the student-teacher relationship. The test revealed that usage of NLP gave considerable improvement in the overall performance of the class. Such results motivate the learner to dive into depths of NLP and experiment the usage of NLP in the English language classrooms.

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