

# COMPARISON OF NEURO LINGUISTIC PROGRAMMING TREATMENT WITH THAT OF CONVENTIONAL METHOD ON ACOUSTIC COMMUNICATION

<sup>1</sup>Deeksha Saraswat, <sup>2</sup> Dr. Vinita S. Gopalkrishnan

<sup>1</sup>Research Scholar, <sup>2</sup>Associate Professor

Faculty of Education, Banasthali Vidyapith, Rajasthan, India

Email – <sup>1</sup>deekshasaraswat22@gmail.com <sup>2</sup>vinitasinghg@rediffmail.com

**Abstract:** *In education, communication play a vital role in classroom. Communication helps students to share their ideas, feelings, views, opinion to other communicator and receiver with help of face to face communication or media. It is a way of organizing the classroom that motivates learner to participate in act of the teaching which is a peer based learning process. Such learning involves the sharing of knowledge and experience that helps in recognizing and encompassing different perspectives of working in teams on practical tasks. It enhances the visualization and analyses tools, imagination and dramatization in classroom. It is an open-ended creative learning process which helps to increase the development of shared understanding or jointly owned plans which present in capacity for reflection and self-assessment of learner or teacher. Acoustic communication involves the participation of students in classroom with sound which is verbal representation of ideas beliefs and thoughts in classroom situation. Therefore in class such situation needs to be inculcated that can enhance acoustic skills. In classroom situation amongst the different methods, this paper focuses Neuro Linguistic Programming as strategy which enhances acoustic. For this study, 90 teacher trainees from two teacher education were the sample of the study. 46 teacher trainees of one institution were treated through Neuro Linguistic Programming whereas the rest of teacher trainees continues with the normal activities. The procured data exhibited significant participatory acoustic communicative skill amongst experimental group. This result further exhibits the importance of Neuro Linguistic Programming method adoption in classrooms.*

**Key Words:** *Neuro Linguistic Programming (NLP), Acoustic Communication.*

## 1. INTRODUCTION:

In education, Communication is a way of organizing the classroom that motivates learner to participate in act of the teaching which is a peer based learning process. Such learning involves the sharing of knowledge and experience that helps in recognizing and encompassing different perspectives of working in teams on practical tasks (Thomas, Sarah,2005)<sup>1</sup>. It enhances the visualization and analyses, imagination and dramatization in classroom. It is an open-ended creative learning process which helps to increase the development of shared understanding or jointly owned plans which present in capacity for reflection and self-assessment of learner or teacher. Communication involves the participation of students in classroom with sound which is verbal representation of ideas beliefs and thoughts in classroom situation. Therefore in class situation needs to be inculcated that can enhance participatory acoustic skills.

In classroom situation different methods are used in which conventional method is much adopted which is mostly one way communication. Conventional method creates the habit of concentration among students which helps in developing the cognitive domain through different type of learning materials. The techniques applied during conventional method is mostly teacher centered, textbook centered, chalk and talk oriented.

Other than that the conventional method focuses on presentation rather than the participation of learner. This participation of learner is increased by the activity for students. In the present study, participatory acoustic is inculcated amongst student teachers through Neuro Linguistic Programming (NLP). Here, Neuro Linguistic Programming represents the individual inner experience (neuro) in reference of their language (linguistic) through patterns of behaviour (programming). NLP is method for communication and personal development (Bandler, Richard, 2008).<sup>2</sup>NLP can be used to understand the patterns of thought, behaviour and language so as translate what you observe into methods of achieving specific outcomes (Connor, Josepho,1994).<sup>3</sup>

NLP activities focuses includes strategy which are Anchoring, Reframing, Modelling and Rapport. **Anchoring** strategy is the process which include person gestures, touch and sound which should develop the motivation for imagination, expectation, association with individuals and inner space. **Reframing** is process of creative way of thinking. Learner can discipline oneself to see things in different context. Creativity creates new ideas, flexibility, possibility with respect of activity, situation to generate possibilities and creates positive belief in learner mind for future

and help in visualization. **Modelling** is either a behavioral model for other as demonstration or process making explicit the sequence of thoughts and behavioral that enable someone to perform a skill of task which increases the decision making for goal setting and provide right choice in learning process. **Rapport** is strategy which creates the relationship with individual and another and it shown the audio, visual and kinesthetic moment of learner and provide excellence behavioral on task. These help in creating the fluency, flexibility, originality of thought and action in relationship to perceive the problem solving and relationship. Different strategy focused on memory, decision, learning, creativity, motivation, reality, belief of learner.

## 2. OBJECTIVES:

- To compare the mean scores of Acoustic Communication before and after treating the teacher trainees with Neuro Linguistic Programming (NLP).
- To compare adjusted mean scores of Post Acoustic Communication of NLP group with that of Conventional Method group when Pre Acoustic Communication is taken as covariate.

## 3. METHODOLOGY:

The study is experimental in nature based Pretest Posttest non equivalent control group design. In the present study, amongst 21 teacher training institutions functioning in Mathura (U.P.), two teacher training institutes were randomly selected. From these two teacher institutions, one teaching institution was as experimental group and other as conventional group. Further amongst 90 teacher trainees, 44 teacher trainee from one institution was the experimental group and 46 teacher trainee of the other institution was conventional group. The present study was experimental in nature following pre post control group design. For this study, the Acoustic Communication is the dependent variable and Neuro Linguistic Programming is the independent variable.

The study commenced with Neuro Linguistic Programming while the other group continued with the normal classroom. Different activities related to Neurolinguistic Programming was given as treatment in real treatment. After the treatment the acoustic communication of both group i.e., the experimental and conventional group were assessed. The data obtained from both groups were next analyzed.

## 4. FINDINGS & DISCUSSION:

### 4.1. COMPARISON THE MEAN SCORES OF ACOUSTIC COMMUNICATION BEFORE AND AFTER TREATING THE TEACHER TRAINEES WITH NEURO LINGUISTIC PROGRAMMING (NLP)

The first hypotheses is the mean scores of Pre Acoustic Communication is not significantly different from the Post Acoustic Communication amongst teacher trainees. The Pre and Post Acoustic Communication was assessed by administrating self-made Acoustic Communication Inventory. It may be said The Acoustic Communication of NLP group were assessed in the beginning and end of treatment. The data in respect of effectiveness of NLP in terms of Acoustic Communication by taking pre scores as covariates were analyzed through correlated t-test. The result is presented in table 1.

**Table 1. Mean, SD and correlated t value of Pre and Posttest of Acoustic Communication of NLP Group**

Testing	N	M	SD	t- value
Pre Test	44	49.2222	8.26088	18.373**
Post Test	44	100.0556	30.7258	

\*\* Significant at 0.01level

From table 1, it is evident that the value of t test is 18.373 which is significant at 0.01 level with df 43. It indicates that the mean scores of pre and posttest Acoustic Communication differ significantly. In this context the null hypotheses namely that the mean scores of Pre Acoustic Communication is not significantly different from the Post Acoustic Communication amongst teacher trainees, is rejected. Further it is evident from table 1 the mean scores of Posttest of Acoustic Communication is 100.0556 which is significantly higher than the mean scores of Pretest of Acoustic Communication which is 49.2222. Therefore it can be said that NLP have significant has significant effect in terms of Acoustic Communication.

### 4.2: COMPARISON OF MEAN SCORES OF POST ACOUSTIC COMMUNICATION OF NLP GROUP WITH THAT OF CONVENTIONAL METHOD GROUP WHEN PRE ACOUSTIC COMMUNICATION IS TAKEN AS COVARIATE

The second hypotheses is the mean score of Acoustic Communication of Neuro linguistic Programming is not significantly different from those of conventional method group when pre Acoustic Communication is taken as covariate. The acoustic communication of both groups was assessed by administrating self-made Acoustic

Communication Inventory. The obtained data of NLP and conventional group were analyzed with the help of one way ANCOVA. The results are given in table 2.

**Table 2. Summary of one way ANCOVA for Acoustic Communication of NLP Group and Conventional Group**

Source of Variance	Df	SS	MSS	F
Treatment	1	31545.777	31545.777	218.463**
Error	87	12562.691	144.399	
Total	90	985023.000		

\*\* significant at 0.01 level

From table 2 it can be seen that the adjusted F- value for Treatment is 218.463, which is significant at 0.01 level with  $df = 1/87$ . It indicates that the mean score of Acoustic Communication of NLP group is differ significantly from Conventional Group when Pre Acoustic Communication is taken as covariate. In the light of this the null hypothesis that the mean score of Acoustic Communication of NLP Group are not significantly different from those of Conventional Group when Pre Acoustic Communication is taken as covariate is rejected. The mean score of NLP group is 128.4091 and conventional group is 72.9358. The score of NLP method group is higher in comparison to convention method group. Therefore it can be said that Neurolinguistic Programming group is found to be significantly superior than Conventional Group in facilitating Acoustic Communication of teacher trainees.

## 5. CONCLUSION:

Acoustic Communication is sharing of view and experience through sound for recognizing and encompassing different perspectives in/of working in teams through NLP which increases the development of shared understanding and jointly owned plans which present in capacity for reflection and self-assessment of learner and teacher. Moreover, relationship between student and teacher is found to be strong in NLP method group as comparison to conventional method group. Therefore, adoption of NLP method is much a requirement in classrooms as compared to conventional method.

## REFERENCES:

1. Thomas, Sarah (2005), *What is Participatory Learning and Action (PLA): An Introduction, Participatory Learning and Action: A Trainer's Guide* Vol 78, pp 5-12
2. Bandler, Richard. (2008). *Understanding NLP strategies for better workplace communication*: Repika press pvt ltd. Hong Kong.
3. Connor, Joseph O (1994). *NLP skills for trainers and communicators: Thorson publication*. England. pp-22.