NEURO-LINGUISTIC PROGRAMMING: THE APPLICATION IN OFFLINE AND ONLINE CLASSES

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ABSTRACT

Neuro-Linguistic Programming (NLP), proposed by Richard Bandler and John Grinder in the 1970s, is one of the most effective and useful methodologies to help us communicate effectively in various areas of life such as corporate environment, college life, education, marketing, health, and various other areas. This method is indispensable in the teaching and learning process and can accommodate the very fast and sudden changes that occurred due to the pandemic situation. In this study, the NLP effective techniques: of creating rapport, mirroring, creating positive states and anchoring, maintaining flow, pacing and leading, perceptual positioning, and modeling good practice were used in online and offline lecturing. These techniques were applied to strengthen the three learning styles visual, auditory, and kinesthetic. The data were collected through observation and field research methods. Forty (40) students from two (2) online classes and two (2) offline classes, namely Debating on Recent Issues and Theory of Literature and Literary Criticism Class participated in this study. A survey has been given by the end of each lecture to measure the success of the NLP techniques applied by the lecturer. Results showed differences between online and offline classes. Its success decreased in online classes. Therefore, the development of material delivery techniques is needed to be more developed in online classes, especially in visual presentation models to patch up the missing kinesthetic models in online classes.

Keywords: neuro-linguistic programming, online offline classes, visual auditory kinesthetic.

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INTRODUCTION

Neuro-Linguistic Programming (NLP), a methodology proposed by Bandler and Grinder (1975) over two decades ago, has significantly influenced language teaching methods. Teachers and lecturers integrating elements from community language learning, music, drama, and body language have been inadvertently applying NLP principles (Dilts et al., 1980). NLP, rooted in psychology and neurology, delves into understanding how the brain functions and can be trained for remedial purposes (Bandler & Grinder, 1979). Its relevance extends to exploring left/right brain function, visual/auditory/kinesthetic learning styles, multiple intelligences, and other research areas dedicated to identifying individual learning modes (Dilts, 2003). Teachers, while perhaps not explicitly recognizing their use of NLP, have effectively employed its principles in enhancing language teaching methodologies for an extended period (Bavister & Vickers, 2004).

Like many other subjects, NLP is often criticized especially for its application to general learning classes and how it is marketed commercially as a method for self-improvement. NLP has been labeled a 'pseudoscience' and criticized for its lack of empirical studies, but there are compelling reasons why it is compatible with current classroom teaching practices. NLP is all about learning to recognize patterns. NLP is also about process rather than content and NLP provides a model for how we communicate with ourselves and others. As Bavister and Vickers (2004) said, NLP helps you know what you want, helps increase your self-confidence and self-esteem, and many others. The biggest role of NLP therapy is to help people communicate better with themselves, reduce unreasonable fears, and control negative emotions and anxiety.

NLP is an accelerated educational strategy for knowing and utilizing patterns in the world (Furduescu, 2019). NLP itself also brings someone to be able to improve language both verbally and non-verbally. As stated by Bavister and Vickers (2004) the use of language is not just words, but also all symbol systems including gestures and gestures to encode, organize, and attribute meaning to our internal representations of the world (whatever is outside of us), and communicate it internally and externally.

In the unprecedented context of the recent pandemic, where societal norms have undergone a complete reversal, individuals across all aspects of life have been compelled to adapt and innovate (Zhao & Watterston, 2021). Notably, the health sector necessitates heightened
self-protection measures to mitigate the threat of the virus, and the field of education has similarly undergone substantial transformations. The shift to online teaching methods became imperative, facilitating continued knowledge transfer to students while ensuring their safety in the face of viral risks (Li, 2022). This transition, however, posed numerous challenges that required extensive adjustments and restructuring, not only in terms of logistical considerations but also in adapting teaching methods and strategies to the online environment (Jack & Smyth, 2020).

In traditional offline classes, the provision of educational material, organization of classes, and supervision of students was more straightforward due to physical presence and direct energy exchange between students and lecturers (Brown & Green, 2020). The tangible connection in face-to-face interactions facilitated a more immersive teaching and learning experience. However, the dynamics shifted in online classes, where interactions occurred through a virtual medium, often reduced to a name on a computer screen (Salta et al., 2022). The essence of learning was at risk of neglect as students engaged in multiple simultaneous activities during online lectures, such as work, eating, driving, and gaming. Recognizing the challenges posed by this virtual shift, educators must strategically integrate students into both online and offline teaching activities (Zhao & Xue, 2023). In this context, the application of Neuro-Linguistic Programming (NLP) techniques, particularly their adaptations in the visual, auditory, and kinesthetic models, becomes essential for enhancing engagement and maintaining the quality of the learning experience (Bavister & Vickers, 2004; Dilts, 2003).

This research looked at the strategy and implementation of NLP in two classroom conditions, online and offline, and the student’s absorption of the material provided in online and offline classes using the same NLP technique. Changes and adaptations were needed in the provision of NLP in offline classes because students could not see and hear all the visual, auditory, and kinesthetic techniques carried out by the teacher or lecturer.

**METHODS**

According to Sudaryono (2017), the concept of population refers to all individuals, events, or objects that form the focal point of a
researcher’s investigation. In essence, the population represents a comprehensive domain encompassing subjects or objects possessing specific qualities and characteristics, as determined by the researcher for subsequent study. For this particular research, the population consisted of students enrolled in the Bachelor of English Literature program within the Faculty of Humanities at Udayana University. Due to the extensive nature of the population, the researcher opted for a sample selection approach. Employing a cluster sampling method, it was determined that 20 students undertaking courses in Debating on Recent Issues, as well as Theory of Literature and Literary Criticism, constituted the most fitting sample for the research focus.

To meet the need for complete and reliable data in the preparation of this paper, the researcher used the observation method. With this method, the researcher collected data on online and offline teaching and learning activities for Debating on Recent Issues and Theory of Literature and Literary Criticism courses with an important goal: to find out the application of NLP techniques to online and offline class activities as well as differences in student absorption of the same technique used in the same class as well. In addition to the observation method, video recording methods were also used to present accurate and precise data results.

In the subsequent phase, data analysis was undertaken utilizing a qualitative approach. The analysis involved the observation and examination of videos capturing offline class implementations, applying the principles of Neuro-Linguistic Programming (NLP) technical theory (Dilts, 2003). Specific segments of the offline classes, where the Lecturer incorporated NLP techniques, were meticulously observed and marked for further scrutiny. A parallel process was carried out for online class videos, applying the same methodical analysis. Additionally, student feedback and perceptions regarding the teaching process were systematically assessed using a feedback questionnaire. This evaluation aimed to gauge how effectively students absorbed the material presented by the lecturer through the earlier employed NLP techniques. Similar feedback assessments were conducted with students following online lectures, where they were provided with questionnaires to gauge their understanding and absorption levels of the material conveyed by the lecturer, as recorded through the feedback forms (Dilts, 2003).
RESULTS

Four classes have been held online and offline. Two classes on MK Debating on Recent Issues and two classes on MK Theory of Literature and Literary Criticism. The following are the result of giving NLP techniques to the class Debating on Recent Issues as shown in Table 1 and to the class Theory of Literature and Literary Criticism as shown in Table 2. There were differences in NLP techniques being applied in the Debating on Recent Issues course both online and offline. Of the 6 NLP techniques, only two techniques namely creating positive states and anchoring and modeling good practice could not be applied in online classes. Different results were shown in offline classes. All 6 NLP techniques could be applied to the lecturing.

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The same result happened in the Theory of Literature and Literary Criticism Course. As projected in Table 2, of the 6 NLP techniques, only two techniques namely creating positive states and anchoring and modeling good practice could not be applied in online classes. The different results were shown in offline classes. All 6 NLP techniques could be applied to the lecturing.

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The positive thing was that even though two techniques of NLP could not be applied during the courses, based on the questionnaire delivered and filled by all the students, the result showed that all of them
understood the material very well. For both courses as well as online and offline classes. This result could happen due to the ability of the lecturer to deliver the materials and topic of the course as well as the ability and concentration of the students to absorb the materials. We can see the visualization of this result in Figure 1 and Figure 2.

![Figure 1. Visualization 1: Understanding the materials.](image1)

Another result as we can see in Figure 3 is part of the NLP techniques of positive state and anchoring from the lecturer. Several parameters from the questionnaires were moved, laughed, excited, motivated, inspired, and speechless. By creating a positive state and anchoring, the lecturer could evoke several emotions and actions from the students, specifically in offline classes. All the 20 students from the Debating on Recent Issues Course were gone speechless during certain actions from the lecturer.

![Figure 2. Visualization 2: Understanding the materials.](image2)
Creating a positive state and anchoring is about motivation and maintaining a positive attitude to study. In NLP, positive states are created through mental images formed by the process of achieving something mentally or physically, and these states are anchored by gestures, expressions, or bodily movements that are repeated to maintain or remember the state. Guided fantasy can be used to create situations, and movements or sounds are chosen to represent them. Some teachers, often unconsciously, choose different positions in the classroom to carry out certain actions, such as giving instructions, teaching grammar, or telling a story. In this research, the lecturer carried out certain visualizations of achieving future goals to evoke the feeling of success, and accomplishment, as well as building up the level of their self-confidence.

The different results happened with the motivated reactions. The students could feel motivated in both classes offline and online. The difference could be found in the number of students who produce the reactions of feeling motivated. Less number of students in online classes experienced the same reactions compared with offline classes. The result can be concluded from the questionnaire filled in after each class. This can happen due to the level of energy being delivered by the lecture was not in the same level. Seeing the lecturer directly in front of you, listening to her/his actual voice, and smelling her/his scent could also definitely add a point plus in leveling up the energy we are projecting compared with seeing the lecturer only from the square box in front of you.
The same situation and results have also happened during the offline course of the Theory of Literature and Literary Criticism, as shown in Figure 4. All of them, the 20 students laughed during the joke delivered by the lecturer. This showed the engagement level during the offline class was high and all the students interacted well with the lecturer.

Figure 4. The engagement level during the offline and online classes.

Students learn in different ways, at different speeds, and they also put their attention on different points. Therefore, the teachers need to present their materials in several ways to make the class more engaging and the absorption of the material more meaningful. When the teachers use a multisensory approach, the students learn so much better. Since visual refers to what we see, auditory is what we hear, and kinesthetic is what we do, we need to cover all these three areas when we teach. Adaptation of these three ways added to the 6 NLP techniques can create more successful communication and results.

In Figure 5 we can see the technique of modeling good practice was able to be applied in offline classes only. It did not receive any successful results even though the lecturer also conducted the same gesture during the class. Because for visual learners, visual aids are very important. They need to see slides, diagrams, charts, handouts, and even more the actual gestures of the teacher. And modeling good practice needs a visual presentation a lot.

What we could do to solve a piece of this puzzle is to create lots and lots of pictures and presentations merely in power points for the students. Videos are also great tools for this type of learner.
In using this NLP technique, you need to select someone with skills you would like to explore and improve. It's essential that you've seen them perform the activity you want to model in real life or on film or video. The more time you spend watching and listening to them in a neutral state, the better. That is the reason why the students need to look at their lecturer in person, engage in her/his presence to adapt, and learn, as well as to apply the good gesture for public speaking for instance. In online classes, the students could imagine the gestures and body language being presented by the teacher, but then since they are also engaging in several activities, the focus would be easily distracted.

DISCUSSION

The findings of this study demonstrate variations in the application of Neuro-Linguistic Programming (NLP) techniques between online and offline classes in the courses Debating on Recent Issues and Theory of Literature and Literary Criticism. In both courses, the NLP techniques of creating rapport, mirroring, maintaining flow, pacing, and leading were successfully applied in both online and offline classes, as indicated in Tables 1 and 2 (Dilts, 2003). However, creating positive states and anchoring and modeling good practice was challenging to implement in the online classes of both courses. Interestingly, these techniques were effectively applied in the offline classes for both courses (Dilts, 2003).

Despite the limitations in applying two NLP techniques in the online setting, the study discovered that students in both online and offline classes exhibited a high level of understanding of the materials, as indicated by the feedback questionnaires. This aligns with previous
literature emphasizing the importance of effective teaching methods in facilitating student comprehension (Bavister & Vickers, 2004).

The visualizations provided in Figures 1, 2, and 3 illustrate the positive impact of NLP techniques on students' understanding and engagement in offline classes. Notably, the NLP techniques of creating positive states and anchoring played a significant role in eliciting varied emotional responses from students, including being moved, excited, motivated, inspired, and even speechless (Dilts, 2003). However, the motivated reactions were more pronounced in offline classes compared to online classes, possibly due to the tangible presence and direct interaction with the lecturer, as suggested by previous research (Damayanti & Rachmah, 2020).

The engagement level and interaction during offline classes, especially in the Theory of Literature and Literary Criticism course, were notably high, with all students laughing during the lecturer's jokes. This aligns with the literature emphasizing the importance of multisensory approaches and adapting teaching methods to cater to diverse learning styles (Bavister & Vickers, 2004).

The study also shed light on the challenges in applying the NLP technique of modeling good practice in online classes, highlighting the importance of visual aids and presentations for visual learners (Dilts, 2003). The recommendation to use pictures, presentations, and videos in online classes for effective communication resonates with previous literature advocating for a multisensory approach to teaching (Bavister & Vickers, 2004).

In conclusion, this study contributes valuable insights into the application of NLP techniques in different class modalities, emphasizing the need for adaptability and consideration of various learning styles for effective teaching and student engagement.

CONCLUSION

The research entitled Neuro-Linguistic Programming, The Application in Online and Offline Classes has never been conducted on students of Bachelor of English Literature, Faculty of Humanities, Udayana University. Carrying out this research and providing results can help the lecturers in knowing the weaknesses and strengths of using NLP Techniques in class activities. It is hoped that lecturers could understand better the students' abilities and activities that could be carried out to
stimulate growth and improve their abilities in connection with the subject they are studying. Therefore, the learning plan starting from the pretest to the post-test can be adjusted to the requirements of abilities that need to be repaired and improved. Meanwhile, the graduates who have excellent abilities, integrity, and honesty required by stakeholders can also be provided by the Bachelor of English Literature and can experience a significant increase in ability.

Limitations of this study include the restricted sample size and focus on specific courses. Future research should consider a larger and more diverse participant pool, extending the investigation to various academic disciplines. Additionally, exploring alternative NLP adaptations for online classes and assessing long-term effects on student comprehension would enhance the understanding of NLP's efficacy in diverse educational settings. Further investigation into the impact of NLP on specific learning styles and the development of strategies to address challenges in online modeling would contribute to the existing literature.

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