

Neuro-Linguistic Programming as an Instructional Strategy to Enhance Foreign Language Teaching

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Abstract

Teachers of foreign languages use various methods and resources to facilitate interaction between themselves and their pupils. Research into the communicative aspects of teaching and learning foreign languages has benefited from recent breakthroughs attributable to the progress made in Neuro-linguistic Programming (NLP). This research delves into using Neuro-linguistic Programming (NLP) in the classroom to better instructors' communicative abilities with their students. This paper concentrates on the implementation of Neuro-Linguistic Programming (NLP) in learning a foreign language. in a bid to discover flaws and issues pertaining to the traditional mechanism of learning. The use of Neuro-Linguistic Programming (NLP) in the teaching of Foreign Language (FL) has a great deal of promise due to the fact that the effectiveness of NLP has been shown by the progress that a number of nations have achieved as a result of its application. A questionnaire was distributed to 150 foreign language instructor who were chosen at random from a variety of high schools. This allowed for the collection of information on teachers' preparedness. The findings of the study revealed that a larger proportion of foreign language instructors possess comparable understanding of NLP. Furthermore, the majority of these instructors demonstrated optimistic reactions and a readiness to utilize NLP in the classroom when instructing students in foreign languages. The level of information that each person had influenced how they thought. Thus, instructors who had a deeper understanding of NLP had a greater interest in and motivation for the application of the theory in foreign language settings. The findings of this research demonstrate how NLP may assist both instructors and students in accomplishing their objectives learning a foreign language.

Keywords: neuro-linguistic programming, communication, teach-student interaction, foreign language teaching, and learning

1. Introduction

Innovative approaches to language instruction are essentially uncommon. The introduction of new theoretical frameworks and technological innovations has made the academic field more aggressive. Therefore, there is a greater need than ever before for educators to possess the requisite expertise and methods for effectively imparting information and fostering student engagement. Teachers are tasked with addressing these core concerns via the implementation of individualized instructional strategies influenced by the demands of the subject matter, the interests of the students, and the pedagogical beliefs of the educator (Herman et al., 2022). Academics all across the globe are working to update and improve how they teach and learn based on data collected on how students respond to different methods of instruction. Consequently, the aim of communication takes on more relevance in a language acquisition situation because of the transmission of ordinary meaning. As a result, language students must be able to choose strategies for communicating that are not only successful but also suitable for their level of proficiency (Silalahi et al., 2022).

For example, Helm (1989) and Yero (2002) looked at how different teaching strategies affected student engagement. They suggested that instructors of languages, in particular, should use "every feasible instrument" and that Neuro-Linguistic

Programming can be seen as one of the most effective educational strategies for accomplishing this. Consequently, using NLP methods in the classroom, mainly when teaching foreign languages, may prove to be a game-changing improvement in teaching.

This study aims to investigate the potential for Neuro-linguistic Programming (NLP) in language education, particularly regarding enhancing instructors' pedagogical practices. As a component of developing communicative competence, the link between NLP and instructional characteristics such as emotional regulation, capacity to get information through, efficient communication, reinforcement, and compassion was investigated. Questions that were aimed to be addressed by the research were as follows.

1. To what extent do instructors' communication skills improve when using representational systems, such as NLP techniques?
2. Do teachers' pedagogical choices in the classroom change because of their students increased communicative competence?
3. What NLP tools or techniques are predominantly used by the teachers in the foreign language classroom?

The problem the study sets to solve is to use the NLP technique, sometimes called the representational system, to evaluate the degree to which educators' communication ability varies. Teachers of English as a foreign language were drawn from different high schools to participate in the study. Teachers' varying levels of communicative competence stemming from their exposure to different representational system training led the researcher to choose their sample with care.

2. Literature Review

2.1 Foreign Language and Teachers' Communicative Competence

Researchers in the fields of language and pedagogy have focused a great deal of interest on the problem of teaching foreign languages. Several studies have concentrated their attention on the various methods teachers of foreign languages utilize in their classrooms, particularly those that encourage interaction between instructors and students. The employment of socio-interactive teaching strategies is often within the scope of competence and expertise of those who work in the field of language education. It has been shown over the course of human history that the communication competence of instructors is directly correlated to the communicative competence of their pupils. The most significant aspect of social contact is communication in all its forms. As a consequence of this, the efficiency of language instruction is primarily attributable to the process of communicating.

Building on the paradigm of communication competence developed by Spitzberg and Cupach (1989), Bjeki et al. (2008) provided a definition for the communicative competence of teachers. According to this definition, communicative competence refers to a teacher's constructive reputable competence, knowledge, skills, talents, and motivational temperament, all of which allow successful interaction in the instructional procedure as well as other pedagogical interpersonal interrelationships (Herman et al., 2020). This suggests that instructors skilled in various communication techniques are proficient at chatting, displaying appropriate psychological representations (body language, visual orientation), fostering social ties, demonstrating empathy, and enhancing listening skills. In light of this, language instructors must give a great deal of attention to the communicative component, which is based on innovative teaching methodologies (van Thao et al., 2021). The options for learning a language and increasing one's level of expertise are vastly expanded with the help of these techniques. The usage of neuro-linguistic programming (NLP) is an example of a method that may enhance communication skills. Consequently, the primary intention of this study is to evaluate and improve the communication skills of language instructors by employing NLP as a mode of pedagogical education.

2.2 NLP and its Usage as an Educational Strategy for Foreign language Teachers

There has been a lot of research on the strategies and approaches employed to understand better the process of learning a second language. Many studies and techniques have aimed at understanding interaction's role in L2 acquisition. One method that has shed light on several aspects of language-learning systems is neuro-linguistic programming (NLP). To "make learning more effective, interesting, and learner-friendly," the founders of NLP organized it as a broad field of study that draws on a variety of methodologies (Revell & Norman 1999: 89). However, research on the use of NLP in educational settings is still in its infancy. Interaction between teachers and students has a "psychological impact," raising students' confidence, encouraging them to participate actively in class, boosting their motivation, decreasing their barriers to learning, and making them more open to new information (Thornbury 2001; Herman et al., 2023). Some of the methods that can be used when employing NLP in the classroom include: "modeling the learner, pacing with the learner, guiding the learner" through cognitive challenges, eliciting the learner to produce an output, calibrating the learner to understand their own unique learning style better, re-framing the approach with alternatives, etc. Little study has been conducted in the field of NLP with regards to ELT classroom interaction, despite the fact that NLP presents several techniques that may be utilized to drive learners for interactions.

Bandler and Grinder coined the phrase "Neuro-Linguistic Programming" (NLP) in the '70s, and the methodology behind NLP has since been devoted to assisting people in improving their communication and learning skills. They conjectured that if individuals could find out how they successfully attempted something, they might instruct others using the same method by mimicking their ideas, experiences, and communications. O'Connor and Seymour (2002) agree that NLP is a blend of art and science that emphasizes self-improvement and captures one's individuality.

Tosey, Mathison, and Michelli (2005) suggest that the area of education has room for growth and development because of the variety of methods available to researchers in the field, including representational style, modeling, and meta-analysis (Munthe et al., 2021). They believe that students and educators will find these strategies helpful in various instructional contexts. Craft (2001) also attempted to probe the link between NLP and education. She insisted that NLP represents a collection of valuable techniques everyone can use to make positive changes in their life and succeed. She believes that to succeed, it is necessary to acquire information on how people communicate, think, and act.

Educators in the field of NLP, such as Sharpley (1985) and Tosey and Mathison (2003), believe that all instructors affect their students' reactions through the language they use. Many of them may unwittingly use NLP strategies for pedagogical ends, or they may make inappropriate use of language. As a result, when instructors utilize NLP, they are more likely to take stock of their actions and words in the classroom, creating a better atmosphere for students to learn. To further raise English instructors' knowledge of NLP in the classroom, Millroad (2004) held three sessions for 16 educators with a minimum of three years of experience teaching English. He concluded that a teacher's discourse might be seen as an instrument of performance or weakness in students by using NLP tactics to create congruence. In another effort, Legall and Dondon (2006) brought up the issue of students' changing behaviors and proposed natural language processing as a tool to inspire students and improve the rapport between teachers and their pupils.

From an NLP perspective, teaching is essentially a process of establishing moods that motivate students to learn by allowing them to explore their mental models safely. According to Helm (1989), there is a promising opportunity to improve students' educational and interpersonal competencies via NLP methods. Concepts from the field of NLP have been shown to have a substantial impact on language learning in general, but especially on ESL and FL acquisition. Richards and Rodgers (2001) recently discovered that NLP may be used as a supplementary method for teaching students of a foreign language. In addition, Tosey and Mathison (2003) proposed NLP tactics as a workable approach to addressing issues in the classroom. "a method to language education that purports to assist attain excellence in learner's performance," as described by Millroad (2004). (p. 28). According to Kudliskis and Burden (2009), NLP principles may help educators and students cope with the stress associated with testing and other assessment forms. Many actions and words may be translated into insights using the NLP paradigm. Representational systems and eye movement have been shown to be connected. Therefore, one may learn a great deal about the mental processes of others by the study of both verbal clues and eye movements.

2.3 NLP Techniques used in Foreign Language Classroom

Different NLP techniques have been identified in the literature. These NLP techniques serve as the main pillars of the system. Some of them are discussed here, which will be implemented in the analysis.

1. **Outcome:** The ability to predict outcomes comes first. It's tough to go there if you don't know where you are. The term "outcomes" in the field of NLP is synonymous with "goals" or "objectives." One of the tenets of NLP is that being clear about your goals improves your chances of achieving them. Knowing the results, you may expect is, thus, crucial.
2. **Rapport:** When two people feel comfortable with one another, they often adopt similar body language and eye contact (Sydney, 2019). The stronger the bond, the more compatible two people are likely to be with one other. It would seem that this ability is innate, since even newborn newborns move to the beat of the voices of those around them. By practicing the natural rapport abilities of matching and mimicking body language intonation, you can build rapport with anybody. To influence another person's conduct, you need to first develop rapport with them, a degree of connection and interaction. You may redirect their efforts. Abdul et al (2021) avers that teachers that take the time to connect with their students and help them learn more about the material or technique at hand are the most effective at what they do. Their relationships with their pupils are positive. Moreover, the pleasant rapport facilitates the undertaking. We refer to this technique as "Pacing and Leading" in the field of natural language processing. The pace at which you interact is the bridge you build between each other in terms of mutual regard and acceptance. To lead, you must alter your actions in such a way that others will copy you. In order to be effective as a leader, you need to establish trust among your followers.
3. **Eye Accessing Cues:** One may easily discern whether a someone is pondering visually, auditorily, or emotionally. As we alter our mental processes, it shows in the way our bodies look and feel. What we think about impacts how we feel, and how we feel influences how we think. Here, we're thinking. In NLP, these visual signals are

referred to be "eye accessing cues" since they reveal how individuals are processing information. It has been theorized that the brain has an inborn neural link "between eye movements and representational systems" (Rohan, 2022). While they are the most obvious, signals such as eye movement are used for more than just gaining access. Because of the inseparability of the mind and the body, if you know what to look for, you can always tell someone's mental state from their physical manifestations. Breathing habits, complexion, and even posture may all be indicators.

4. **Anchor:** An anchor is defined as "any representation in the human neurological system that activates any other representation" (Rogan, 2022:87) and is fundamental to the study of neurolinguistic programming (NLP). The term "chocolate," for instance, might evoke many visual, gustatory, and other responses. Similarly, the term "song" may have a wide variety of connotations for various individuals. There is a sense of security in these words. There is a vast variety of items that may serve as anchors besides words. With the use of NLP, we realize that anchors may function across all senses, including sight, hearing, touch, smell, and taste.
5. **Modeling:** Learning via observation, internalization, and reproduction of observable tendencies of language and behavior is known as NLP modeling. According to this hypothesis, experts in a field frequently overlook the need of explaining to students the underlying mental processes at play while instructing them to do a hard task. The goal of NLP modeling efforts is to make the underlying implicit processes obvious to the user. Successful modeling requires the learner to actively strive on reducing preconceptions while seeing the teacher and to engage in subconscious micro-muscular modeling in order to faithfully imitate the intended ability.

3. Methodology

A quantitative methodology was used for this investigation. While performing the study, it appeared like the most suitable strategy to take was to employ a method that was adaptable in many different ways. When it comes to the actual collection of data, the primary tool that is used is a questionnaire. It has produced a substantial quantity of data regarding the willingness, knowledge, and attitude of the instructors towards the application of NLP, which has been useful to the study. In order to elicit responses that are relevant, rich, and analytical from the participants, the questionnaire had a number of open-ended questions. This was done so that participants would have the option to react in their own terms. The questionnaire was sent out digitally to a group of one hundred and fifty instructors, all of whom were chosen at random from a variety of high schools. The analysis was carried out with the use of simple statistical methods, such as percentage and frequency. In addition to tables, graphs, and charts, the findings of the survey were presented in this report.

4. Result and Discussions

4.1 Result

The findings of the survey carried out is presented in the tables, graphs and charts in this section. Each of the presented data is accompanied with an analysis of the data.

4.1.1 Teachers' familiarity with NLP System

The first question in the survey was to ascertain the familiarity of the study participants, who are foreign language teachers, with the use of NLP tools and techniques in the classroom. In the question "how familiar are you with the use of NLP techniques in teaching English in the classroom?", the responses are summarized in chart below:

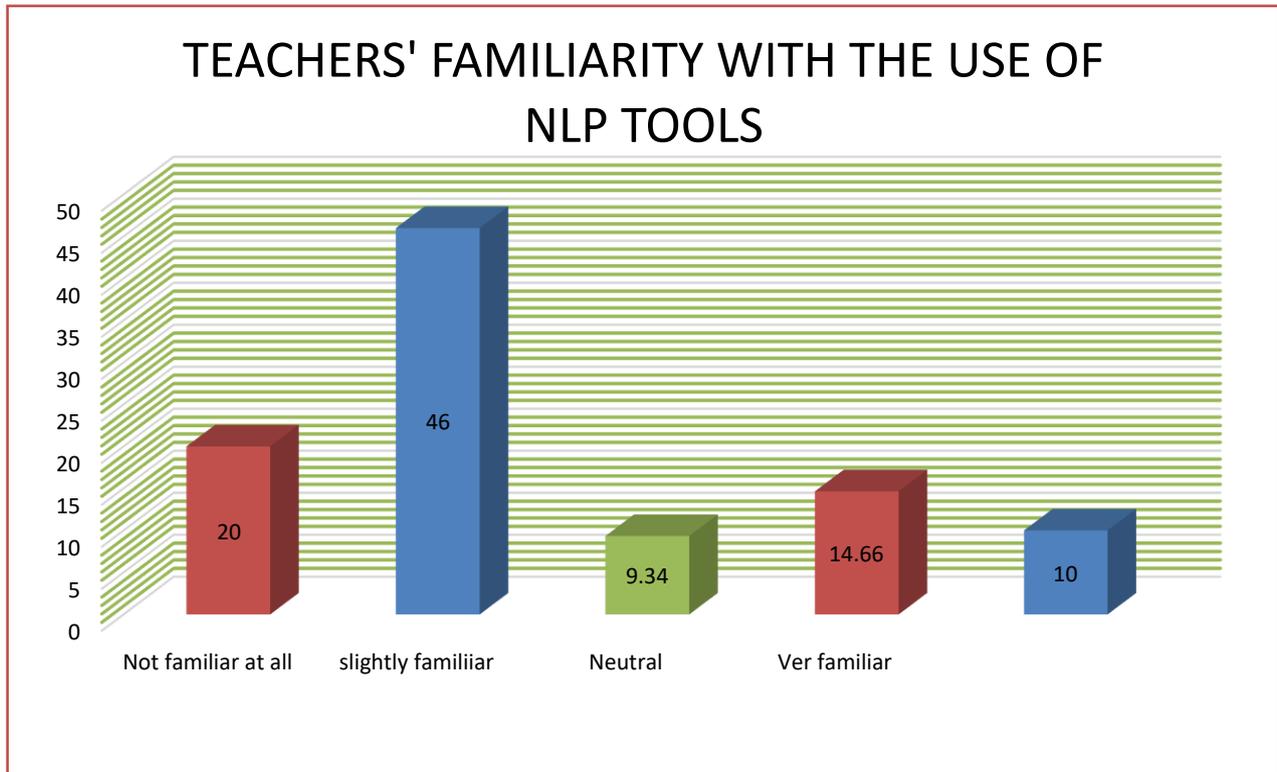


Figure 1. Degree of teachers' familiarity with NLP tools

From the data submitted in figure 1 above, it could be seen that almost half of the study sample affirmed that they have slight knowledge of the use of NLP tools and techniques. This is at about 46%, representing 69 frequency value out of the 150 study participants. The implication is that a greater number of the teachers know about the NLP tools but do not have deeper knowledge about the applicability of the tools. From the data above, 20% of the study sample, which is about 30 frequency value, affirm that they are not familiar with the NLP tools. This response will invariably affect the questions on the usage of NLP, implying that not less than 20% of the study sample must be neutral to avoid biased data. A total of 9.34% chose to remain neutral, 14.66% affirm to be very familiar with the tools, while 10% of the study sample (15 participants) affirm that they are extremely familiar with the use of NLP tools in the teaching of foreign language.

4.1.2 Participants Use of NLP in Practical Engagement

The second study question seeks to unveil the degree of the knowledge of the use of NLP in practical classes. The 150 teachers were asked to grade their knowledge of the use of NLP to teach foreign language in the classroom. The figure below summarizes the response rate across the across the five input values.

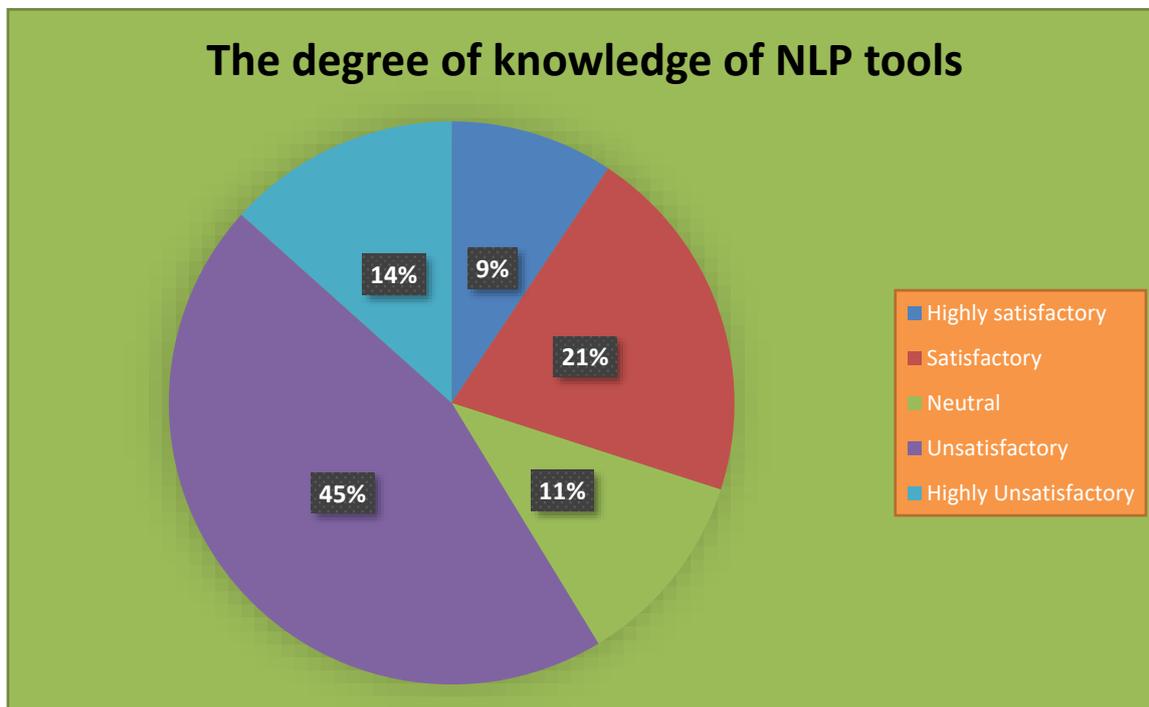


Figure 2. Result of the degree of knowledge of NLP Tools

Figure 2 provides data that support the claim that a greater percentage of the teachers that participated in the study are unsatisfied with their current knowledge of the use of NLP tools in enhancing communication in foreign language classroom. There is no doubt that 21% of the study sample are satisfied with their current knowledge, but a combination of 45% unsatisfactory and 14% highly unsatisfactory responses yields almost 60% of the study sample, affirming that they are not satisfied with their current knowledge of the use of NLP tools. This does not imply that they do not know how to employ NLP techniques to enhance communication in foreign language classroom. It implies that they wish to acquire more knowledge of the system.

4.1.3 Practical Usage of NLP in Teaching Foreign Language

The third question seeks to unveil the percentage of teacher who participated in the study that have used NLP techniques in practical foreign language classroom. The question was polar question, wherein the answers are bidirectional, as seen in the data below.

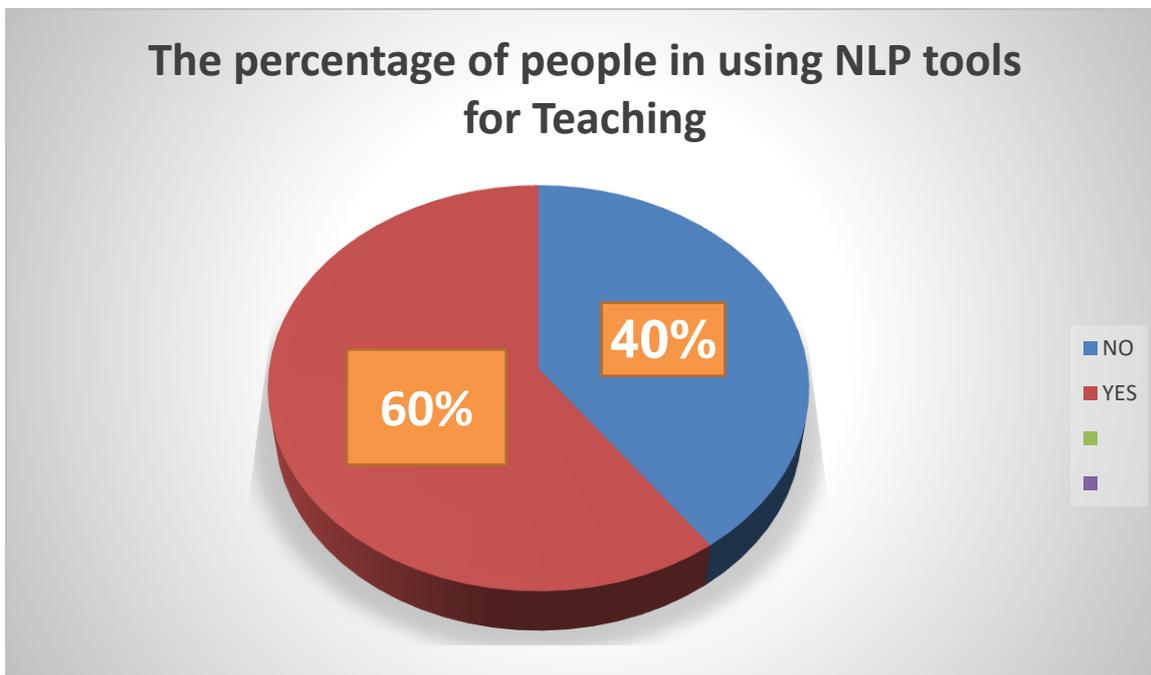


Figure 3. The percentage of people who used NLP tools in Teaching

The data above is an indication that the greater percentage of the teachers that have participated in this study have, at one time or the other, used any of the NLP techniques to teach foreign language in the classroom. The data indicates that 60% of the study sample have used NLP tools to enhance communication in the foreign language classroom. This is greater than the 40% value of the teachers that have not used the tool. The implication is that there is an increase in the applicability of the tools in classroom in teaching foreign language.

4.1.4 Acceptance of NLP Tools in the Classroom

Using a Likert scale, the teachers were also asked to rate the degree of acceptability of the NLP tools and techniques in the teaching and learning of foreign language in the classroom. The table below summarizes the degree questions in this regard.

Table 1. NLP Acceptance Result

Question Items	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. NLP is widely accepted in the classroom by both teachers and students	N = 39 % = 26	N = 15 % = 10	N = 19 % = 12.67	N = 50 % = 33.33	N = 27 % = 18
2. It is the right time for all foreign language teachers to use NLP techniques in teaching	N = 21 % = 14	N = 17 % = 11.33	N = 14 % = 9.33	N = 78 % = 52	N = 20 % = 13.34

The data above indicates that a greater percentage of the teachers that participated in the survey agree that NLP tools are widely accepted to be used in the foreign language classroom. About 33.33% of the study sample, which is about 50 teachers out of 150 that participated, agreed that NLP is widely accepted. On the contrary, 26% of the study sample (39 teachers out of 150) strongly disagreed and refuted the acceptance of NLP. This implies that some high schools do not accept the use of NLP tools in teaching foreign language. It must be mentioned here that NLP is not the only technique in teaching foreign language in the classroom. Rather, NLP tools enhances communication and interaction between teachers and students, which facilitate motivation and attention.

4.1.5 Specific NLP Tools and Their Usage in the Foreign Language Classroom

Beyond the acceptability and usage value of the NLP in the classroom, the teachers were also asked to indicate the tools they use in the classroom. Here, the teachers can use multiple as such, in each tool, there is the prompts ‘using’ and ‘not using’, which must ascertain 100% percentage value in total. The table below summarizes the usage of each NLP tool in the foreign language classroom.

Table 2. Result for Different NLP Tools and Usage

NLP TECHNIQUES	USING TECHNIQUE	NOT USING TECHNIQUE
1. Rapport	N = 86 % = 57.33	N = 64 % = 42.67
2. Anchoring	N = 91 % = 60.67	N = 59 % = 39.33
3. Modeling	N = 58 % = 38.67	N = 92 % = 61.33
4. Eye Accessing Cues	N = 71 % = 47.33	N = 79 % = 52.67
5. Outcomes	N = 48 % = 32	N = 102 % = 68
6. Visualization	N = 61 % = 40.67	N = 89 % = 59.33

The data above indicates that in the use of rapport NLP tool, 57.33% of the teachers that participated in the study accepted that they are using it, whereas 42.67% stated that they are not using the tool to teach foreign language. Also, about 60.67% of the teachers that participated in the study accepted that they use anchoring NLP tool in the classroom, whereas about 39.33% stated that they don't use the tool. In the modeling tool of NLP, over 61.33% stated that they don't use the modeling tool. This implies that 38.67% accepted that they use the tool in the classroom. The rest of the results are contained in the table above for further clarity.

4.2 Discussion and Implications of Analysis

The analysis presented is an indication that NLP is gradually becoming a strong method in the teaching and learning of foreign language in the classroom. The data presented indicate that a greater percentage of the 150 teachers that participated in the survey have been using NLP in the classroom. For the purpose of evaluating the efficacy of NLP training for instructors, a thorough explanation of the practical aspects has been provided. Final findings show that over 20% of the instructors are unfamiliar of NLP. Nevertheless, it would appear that they continue to believe some of the preconceptions. Yet they haven't even begun to scratch the surface of what technology can do for them. Instructors are demanding NLP be included into classrooms, yet few of them understand the underlying principles that make it so effective.

In addition to testing their expertise, this research probed the motivation and mindset of FL instructors towards implementing NLP into the classroom. They demonstrated a modest background knowledge of NLP, which in turn affected favorably their views on the employment of NLP as well as its procedures in FL classrooms. The instructors' favorable sentiments regarding NLP's use in FL classrooms are consistent with their somewhat high levels of NLP understanding. The research results have also lent credence to the idea that NLP methods may be useful in the classroom. The focus here is on the educational applications of NLP, particularly in the field of second language instruction.

This research shows that when NLP methods are used, the classroom environment improves significantly. Using NLP tactics has increased instructors' communication ability, which benefits their students. According to the findings, there is a correlation between the use of NLP tools and a rise in the productivity of instructors' ability to convey ideas to foreign language students through effective communication.

A wide variety of classroom-based methods have successfully boosted second language acquisition. The importance of student-teacher contact in FL classrooms has not diminished with the development of new strategies for teaching and learning the language. The focus of research on interaction as a means of facilitating second language learning has traditionally been on the pedagogical relationship between instructor and student. Concerns have also been voiced about pupils' interactions with one another. What's more, the social and cultural projection of value on the identity of the English language in the classroom is crucial.

The study's main conclusion is that effective communication between instructors and their students in the target language classroom depends on teachers' use of methods shown to improve that ability.

5. Conclusions

This research aimed at unveiling to extent to which teachers use NLP techniques in teaching foreign language, and also whether NLP might be used to help students become more effective communicators in the classroom. More research may be done to determine the causes of the inconsistencies and the effects of factors such as instructors' personality types, emotional intelligence, and IQ concerning NLP. Future scholars may find it fruitful to investigate the efficacy of NLP tactics inside a classroom context.

The results also support that updating teaching methods with cutting-edge research techniques like NLP may help language teachers advance in their profession. On the other hand, it would seem that instructors at language institutions are keener to adopt NLP approaches despite their lack of expertise in teaching.

Teachers' ability to convey knowledge effectively to their students significantly affects their students' capacity to learn. Since teaching is fundamentally an interactive communication process, teachers need to improve their communicative ability as a powerful teaching tool via well-structured in-service training programs.

Educating and training teachers who can facilitate classroom communication to fulfill the demands of a highly competitive socio-industrial setting is an urgent need, given the importance of teachers in today's society. Students would benefit from developing their interaction abilities and enhancing communication tactics and options. Therefore, a method should be designed to help them comprehend the results of their communication choices in the classroom. In addition, cutting-edge techniques like NLP can pave the way for identifying and implementing the most effective means of communication, essential for developing context-specific strategies that optimize student learning in various educational environments.

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