

*Myrna B. Sison-Kuiper, 2016*

*Volume 2 Issue 1, pp. 249-254*

*Year of Publication: 2016*

*DOI- <http://dx.doi.org/10.20319/pijss.2016.s21.249254>*

*This paper can be cited as: Sison-Kuiper, M. B., (2016). From Shaking to Shining: Reducing Students' Language Anxiety through Outcome Thinking Protocol. PEOPLE: International Journal of Social Sciences, 2(1), 249-254.*

*This work is licensed under the Creative Commons Attribution-Non-commercial 4.0 International License. To view a copy of this license, visit <http://creativecommons.org/licenses/by-nc/4.0/> or send a letter to Creative Commons, PO Box 1866, Mountain View, CA 94042, USA.*

## **FROM SHAKING TO SHINING: REDUCING STUDENTS' LANGUAGE ANXIETY THROUGH OUTCOME THINKING PROTOCOL**

**Myrna B. Sison-Kuiper**

*Faculty, Department of Humanities, Benguet State University, Cordillera Administrative Region, Philippines*

*[myrnasisonkuiper9139@gmail.com](mailto:myrnasisonkuiper9139@gmail.com)*

---

### **Abstract**

*A significant approach that contributes to the reduction of language anxiety (MacIntyre and Gregersen, 2012) and (Dewaele, 2013 ) is the Outcome Thinking Protocol ( Kuiper, 2004). Outcome Thinking is a pictorial way of turning off stress and anxiety, replacing complaining and non-acceptance of negative or stressful situations with acceptance. Using a case study design, the paper presented the collective experiences of 15 students who exhibited high anxiety at the onset of their two language classes and then underwent an Outcome Thinking Protocol Workshop for four times, twice a semester. Student participants' performances in the language classes during the 10-month duration were observed and recorded. With the acceptance protocol approach employed by the teacher, the students were taught to "turn off" their anxiety and replace it with curiosity towards language learning, a real sign of acceptance. Narratives and interviews with observations served as the main tools for data gathering. From the extended texts of the interviews, themes were extracted from the students' experiences. Triangulation of data was also employed showing the significant improvement of 25%- 30% on the participants'*

*language learning outcomes. Also, results showed that the reduction of the participants' language anxiety led to a remarkable improvement in all of their final classroom performance across disciplines, and in their off-campus lives.*

### **Keywords**

Language Anxiety, Outcome Thinking Protocol Approach, Lived Experiences, Case Study

---

## **1. Introduction**

For the past three decades, a plethora of researches reveals the multidimensional conceptualizations of language anxiety in terms of its effects on different aspects of human behavior and classroom performance in both foreign and second language learning. Language anxiety encompasses the feelings of worry and negative, fear-related emotions associated with learning or using a language that is not an individual's mother tongue (MacIntyre & Gregersen, 2012) and (James, Schmank, & Castro, 2013) attest that this debilitating factor impedes language learning and language production achievement across cultures; also (Lu & Liu, 2013) and Telazka, 2015.

As gleaned from the readings, the serious language anxiety manifestations in various classroom situations are classified as the following: Poor academic performance; Passiveness (non-engagement in any classroom activities); Tip-Of-Tongue (TOT) phenomenon (Schwartz, 2010) & (Partridge, 2013); Slip-Of-Tongue syndrome (James & Castro, 2013); and Speech mannerisms (speech defects). It is on these premises that this study aims to:

- Determine how well would the Outcome Thinking Protocol (OTP) reduce or even eliminate anxiety in a language classroom;
- Identify the difference in the students' classroom performance after the OTP intervention; and
- Determine how well is OTP carried forth across disciplines and into life beyond the classroom.

Subsequently, the conceptual framework of this study considers the significant role of the Outcome Thinking Protocol (OTP) (Kuiper, 2004) as an offshoot of Neuro- Linguistic Programming, (Hoobyar, 2013), and Bartkowiak (2012) in reducing if not eliminating one's language anxiety. First, a brief discussion of NLP is called for.

### **1.1 What is Neuro-Linguistic Programming?**

Neuro-Linguistic Programming (Bartkowiak, 2012) is a process that codes how one thinks (neuro), how people communicate (linguistic), and how people get the results (programming). Considering the complexity of the Neuro-Linguistic Programming (NLP), mindset is one of its features. According to Dweck, 2007, with the right mindset, a child can perform better in any learning activity. She explained further why it's not just abilities and talent that bring success—but whether one approaches tasks with a fixed or growth mindset.

Hoobyar, 2013 also claims that NLP has helped millions to overcome their fears, increase their confidence, and achieve greater success in their personal and professional lives and relationships.

### **1.2 How does the Outcome Thinking Protocol (OTP) work as an offshoot of NLP?**

Kuiper, 2004 and Kuiper & Sison-Kuiper, 2015 discussed cases of anxiety, anger, addictions, and other emotional problems that radically improved through the Outcome Thinking Protocol (OTP) coaching. Thus, language anxiety can be radically reduced, too.

Said OTP coaching involves four main steps: 1-Notice the tension; 2-Look at where (if continued) non-acceptance (complaining) will lead to; 3-Look at yourself accepting where something negative will lead, and imagine where acceptance will lead, instead, and 4- Notice the difference in the tension level.

In particular, the OTP approach explains that during the protocol session, the neurons in the Right Hemisphere which is the intuitive, artistic, empathetic side of the frontal cortex, can be brought into communication with the Left Hemisphere, whenever there is tension, complaining, stress, and anger; thus replacing debilitating thoughts and feelings with acceptance and curiosity ( Kuiper & Sison-Kuiper, 2015).

## **2. Manifestations of Participants' Language Anxiety before the OTP Intervention**

Using the case study design, it was noted that the 15 student participants exhibited high anxiety which is manifested in their poor academic performance, passiveness, TOT (Tip-of the-Tongue) phenomenon, SOT (Slip-of-the- Tongue) syndrome, and speech difficulties at the onset of their two language classes. Said participants underwent OTP (Outcome Thinking Protocol) for four times, twice a semester. With the acceptance protocol approach done by the teacher, the

students were coached to “turn off” their anxiety and replace it with curiosity towards language learning, a real sign of “turning on” acceptance. Their performances in the language classes for the 10-month duration were observed and recorded.

### **3. The Difference in the Students’ Classroom Performance after the OTP Intervention**

Extracting from the participants’ narratives and interviews with observations, the results showed that after the OTP coaching, all of the student participants’ have improved in their academic performance by at least 20%- 30% as reflected in their midterm and final grades where all of them have a grade ranging from 1.75- 2.25 as compared to their previous grades of 2.75- 3.0 or even failed; they were so engaged in most of the classroom activities by actively participating in class discussions, reporting, and turning in or submitting learning outputs on time; most of the student participants with Tip-of-the- Tongue Phenomenon, Slip-of-the-Tongue Syndrome, and other speech difficulties were evidently minimized as observed during class discussions, participation in various inter- college speech related contests, and other classroom given oral reading activities. These results were not only observable in their language classes but were confirmed to be true to all of their subjects across disciplines as verified during the evaluation and triangulation of data.

To summarize the findings, it is clear that: the participants’ confidence leveled up, their willingness to speak out in class is very evident, their grades in all of their subjects significantly improved, and even their ability to communicate effectively in school functions, church and community functions, and even employment remarkably improved.

It is therefore concluded that the Outcome Thinking Protocol can be effectively taught and coached in the classroom; that OTP has a “cascade effect”—when one learns the basics of it, it spills over into other areas of their life; and Language Anxiety too, when eliminated among teachers can result to effective teaching thus resulting to effective learning outcome.

## References

- Bartkowiak, J. (2012). *The Neuro-linguistic Programming Workbook*. London: Hodder Education, pp. 1-3.
- Dewaele, J. (2013). The link between foreign language classroom anxiety and psychoticism, extraversion, and neuroticism among adult Bi- and multilinguals. *The Modern Language Journal*, 97 (3), 670-684. doi:10.1111/j.1540-4781.2013.12036.x
- Dweck, C. (2012). *Mindset: Changing the Way You Think to Fulfil Your Potential* (Updated ed.). London: Little, Brown Book Group.
- Hoobyar, T. (2013). *The Essential Guide to Neuro-Linguistic Programming*. (Google/ Amazon/ Kindle)
- James, L. E., Schmank, C., & Castro, N. (2013). Word Retrieval is Harmed by Stressful Conditions. (Presented at 121<sup>st</sup> Annual Convention of the American Psychological Association, Honolulu.)
- Kuiper, H. P. (2004). *Take a Look and See: Outcome Thinking and Interpersonal Communication*. Fresno, CA: Fresno City College.
- Kuiper, H. P. & Sison-Kuiper, M. (2015). *Love in the Classroom*. La Trinidad, Benguet, P.I. Contact [hpkuiper1@gmail.com](mailto:hpkuiper1@gmail.com).
- Lu, Z., & Liu, M. (2015). An investigation of Chinese university EFL learner's foreign language reading anxiety, reading strategy use and reading comprehension performance. *Studies in Second Language Learning and Teaching SSLLT*, 5(1), 65. doi:10.14746/ssllt.2015.5.1.4
- Macintyre, P., & Gregersen, T. (2012). Emotions that facilitate language learning: The positive-broadening power of the imagination. *Studies in Second Language Learning and Teaching SSLLT*, 2(2), 193. doi:10.14746/ssllt.2012.2.2.4
- Partridge, A. J. (2013). Word-finding Difficulties: Exploring TOT States in Young and Old Adults. *U. of West. Ontario*.
- Schwartz, B. L. (2010). The Effects of Emotion on Tip-of-the Tongue States. *Psychonomic Society, Inc.* doi: 10.3758/s.
- Telažka, B. (2015). A Qualitative Study on Subjective Attitudes and Objective Achievement of Autotelic and Non-autotelic Students of English as a Foreign Language. *Second*

*Language Learning and Teaching the Ecosystem of the Foreign Language Learner, 59-70.* doi:10.1007/978-3-319-14334-7\_4