

## Chapter 6

### Summing Up

#### Introduction

The present research arose from the researcher's desire to find a solution to the following challenges he faced in the undergraduate general English classroom:

- Large and heterogeneous classes (Heterogeneous class means students of different departments coming together for general English classes).
- Monotonous classroom processes and ineffective learning reflected in no visible progress in their English skills, and poor marks in the exams
- Less discipline due to less departmental control over students (as the students are of various other departments), monotony of the classroom processes, and the lack of significant progress in their English skills and marks.

Consequently, teaching in the general English classes was very often reduced to a ritual with the soul of the participants missing from it. And it told upon the students' English skills and marks, teacher-student relationship, the self-image of both the parties, and the teacher's job satisfaction. The researcher's sensitivity to these factors made him explore a possible way out of this in order to make the classroom process interesting and effective so as to make the students *want* to participate in the classroom processes and thereby grasp the lessons better, improve their English skills, get better marks, improve teacher-student relationship, and give the teacher a high level of satisfaction in his job.

### The Researcher's Contribution to ELT

True, it was such dissatisfaction and the consequent exploration, which gave rise to all the different approaches, methods, and techniques in English Language Teaching. All these approaches, methods, and techniques have their positive and negative aspects. Though each of them arose in response to the weaknesses in their predecessors, none of them replaced the other. And this accounts for the richness and variety of ELT approaches, methods and techniques available to us now. And the researcher, in undertaking this study was not aiming at replacing the existing ELT methods, but aiming at making it richer by minimizing the weaknesses in one of the widely used ELT approaches in India, Communicative Language Teaching.

In the first chapter, the researcher charted out the possible areas in which NLP could be of use to make the CLT approach more effective vis-a-vis the three major components of ELT - the teacher, the learner, and the materials. All the three components were subjected to NLP intervention in the present study with the major focus on the teacher component. For this, four teacher-roles in the CLT paradigm - need-analyst, organizer of resources, facilitator, and group process manager - were selected (Breen and Candlin 99; Richards and Rodgers 167-68). And NLP was used in such areas of the classroom processes as rapport building, motivating, Tanguaging, 'developing self-esteem and self-confidence, correcting mistakes, encouraging, and celebrating. As for the students, NLP was used to empower them, to train them to take responsibility for themselves, and to make them accountable to themselves as well as to the others. And an attempt was also made in using NLP insights in material productions as

well. And chapter five described in detail how the researcher made use of NLP in **all** these areas by way of teaching an essay to general English students of undergraduate classes. It also gave a detailed report on how the students responded to it and how it was reflected in their post-test scores. An explanation of the efficacy or non-efficacy **of the** methods used in the experimental classes and an interpretation of the responses as well as the results are now well in place.

#### The Right Learning State Exercise

The right learning state exercise, used to open each lesson, was basically aimed at empowering the students, and making them responsible and accountable to themselves. The ultimate objective of all NLP work is to reduce our dependence **on** circumstances and to increase our behavioural choices in a given situation. The researcher used two versions of the exercise in **the** experiment: one for the pilot study and the other one for the main study. The first one was an adaptation of the body awareness techniques used in Vipasana as used by Anthony de Mello (11-12) and the concept of submodalities in NLP. For the main study, the researcher adapted the whole exercise from Churches and Terry (*NLP for Teachers* 103-04). This exercise combined a variety of NLP techniques such as **submodality-change** (McHugh 253-59), the swish (Bandler *Using Your Brain* 131-52), and circle of excellence (Hall 122-24) in order to facilitate the students filling their minds **with** interest, enthusiasm and energy for learning. Clearly the second one was an improvement on the first. The researcher chose to open every class with this exercise because he thought it would enhance the students' ability to focus on studies as their mental energy might have been expended in a host of other areas not always conducive to learning. The response

**of the** students to this exercise was very positive, according to **the** researcher's observation as well as the written evaluation by the students. According to the latter, an average 74% of the students found this exercise helpful for learning.

#### The Use of Stories

The researcher used stories to introduce certain classroom rules that would set the frame for classroom behaviour. NLP recognizes **the** importance of stories and frame setting in any form of communication. Stories directly get into our unconscious and **influence** our thinking and behaviour. Besides, they are great rapport-building tools. And frame is basically “context, environment... and way **of perceiving** something” (Hall 367). And NLP holds that the person who sets the frame controls the communication. That is, the one who sets the context **for** the communication **at** the beginning will have more influence on everything **that** follows (Churches and Terry, *NLP for Teachers* 54). It was also a way to make the students responsible and accountable. By setting the **frame** for classroom behaviour through some stories, the researcher sought to exert some influence on student behaviour in the class. The effectiveness of this technique was evident when the majority of the students followed all the four classroom rules for most of the time. A special mention of punctuality and bringing the text to the class could be made here. These are two areas, in which the students very often do not comply with the teachers' directives. However, as made clear in chapter five, the students made it a point to bring the text to class and to be on time for class most of the time.

### **The Vocabulary Exercise**

For the vocabulary exercise, the researcher rewrote the text replacing many of the unfamiliar words **with** familiar expressions. And this was **an** example of using NLP in material production. For, the very idea of the simplified text was inspired by the NLP technique of pacing and the ELT imperative to teach new words only in meaningful contexts, as mentioned **in** chapter five. The desire to make the students see the possibility of becoming self-reliant in reading standard materials **in** English was also behind this strategy. About 78% of the students found that the vocabulary exercise was helpful in learning the meanings of unfamiliar words as well as making some sense of the text without the direct intervention of the researcher. The reason why the exercise did not find favour with some students (22%) could be that the procedure of first finding out the word from the original text and then finding out the corresponding section- in the simplified text was rather cumbersome. Though the researcher was aware of this, he chose to retain this considering the benefits of the exercise. And the vocabulary exercise, which was done in small groups of three, offered the students some exposure to group work as well.

### **Spelling Strategy**

The NLP spelling strategy was a totally new approach to learning spelling and it caught the imagination of the students immediately. The exercise was **built** around the NLP concept of submodalities. **It** sought to tackle the unphonetic English spelling with a visual strategy. Therefore, the visually strong people were the prime target of this strategy. And in the final written evaluation, about 25% **of the** students reported that it was not helpful **for** them. The reason could be

they might not be visually oriented and therefore found the older familiar strategies easier. However, with enough training, even the visually weak students could make it part of their spelling strategy repertoire. For, this strategy has another more important feature as well. It makes one familiar **with** maneuvering submodalities and it is of utmost importance in effecting lasting changes at any level in one's personal **life**, as explained **in** chapter one. According to NLP the real power is in the submodalities.

### The Simplified Text

The simplified text was used **not** only **in** the vocabulary exercise but also **in the** analysis of the text. It served as the substitute **for** the original text **for** all practical purposes. For it retained all the essential ideas of the original text while reducing the length and replacing the unfamiliar words and expressions with familiar ones. The fundamental idea behind simplifying the text, as mentioned above, was to **instill** confidence in the students so that they read the simplified text on their own with very little help from the researcher. And **this** was supposed **to** lead them to reading the original text on their own. It was in tune with the syllabus objectives as **well**. **In** the course of the experiment it became clear that there were a number of students who found even the simplified text difficult. And they took a **lot** of help from the researcher or their friends. Some of them could not simply believe that they could read something in English by themselves. Such students found the simplified text an additional burden. It was also evident that only a **thin minority of** the students graduated to reading the original text on their own. In spite of all these imperfections the simplified text fulfilled **its** most fundamental objective: it drastically reduced the intervention of

**the** researcher in explaining the text. **In** the final evaluation, about **90%** of the students reported that it was helpful **for** them.

### **The Analysis of the Text**

For the analysis of the text, the simplified text was divided into smaller chunks and five questions were given on each chunk. This too was an attempt at material production using NLP. The key strategies involved here were chunking down, pacing and leading. The text was divided into smaller chunks in order to ■ make it more manageable. And pacing and leading were used to frame the questions and arrange them **in** such a way as to progress from simple to difficult. The whole process was conceived with two learning objectives in mind: first, to make the students grasp the ideas of the **text in** minute details and second to train **the** students to think creatively, to read between the lines, to go outside the text and use all their knowledge to understand and interpret the text at hand, or to do some out-of-the-box thinking. But the vast majority of the students were not ready to attempt the tougher questions, which required them to read between the lines. It was evident from their output in the group process. And as per the **final** evaluation about 20% of the **students** did not find the analysis useful. But the majority (80%) said it was useful. As per the post-test scores, an average of 30% failed in the test. Putting all these together it may be safely concluded that the analysis of the text achieved **its** basic objective **of making** the majority **of the** students (at least 70%) grasp the major ideas of the text in detail.

### **Group Work**

All through the experimental classes the researcher resorted to the group work or pair work format with the clear objective of including everyone in the

process. The lesson was introduced using an activity in pairs. And three-member group work was used in the vocabulary exercise, in the analysis of the text, and in the final discussion. For each group work, the task was stated in very specific terms. But in spite of the simplification and clarity of the tasks, some students were still not able to carry out some of the tasks assigned to them, like the analysis of the text or the final discussion. The reasons could be their **poor** standard of English with which they were unable to follow even the simplified text. For, in the final evaluation, about 77% of the students reported positively about group work and pair work. And if group work had been unattractive such a majority would not have responded positively to it.

### **The Different Roles of the Researcher**

Among the different aspects of the experiment, the one **that** received the most overwhelming response of the students was the researcher's approach to the students. About 97% of the students felt it was helpful for learning. And it was here that the researcher sought to bring in some qualitative change with the help of NLP, within the CLT framework. Very minute or seemingly silly aspects of the researcher's behaviours were taken up for NLP intervention. The **researcher** played the CLT roles of need analyst, organizer of resources, facilitator, and group process manager in the class. And these roles called for much attention to be paid in such areas as rapport building, motivating, goal-setting, the precise use of language or languaging, correcting mistakes, developing self-esteem and self-confidence, encouraging, celebrating etc.

### **Need-Analyst**

For example, as a need analyst, the researcher not only took into account the students' academic needs but their emotional needs as well. Therefore he chose **to** appreciate even the simplest positive behaviour they exhibited such as greeting **the** researcher, smiling, obliging even the simple commands of the researcher etc. It was found that acknowledging such simple but positive behaviours had an electric impact on the students. Though at first they found it silly on the part of the researcher, subsequently they understood the sincerity behind such an attitude. As a result, rapport building was easy and rewarding. Even the smallest achievements **of the** students were made an occasion for celebration (on a corresponding scale only). It had its effect on classroom discipline, attention, and participation.

### **Facilitator**

The major role that the researcher played during the experiment was that of facilitator. Instead of being an authoritarian figure he chose to be part of the **learning** process, initiating and facilitating the learning process. This choice was a natural **consequence** of his using NLP **in** the classroom. The very spirit of NLP is **de-centering** rather than centering, empowerment rather than subjugation. (This is evident from each and every NLP technique the researcher used.) **At** the same time he also saw to it that the respect for the teacher was maintained. He was a participant in many of the classroom activities, which effectively demonstrated **this** idea in practice. As a facilitator, the researcher set the frames **for** the classroom processes and explained the specific ways **in** which a task was to be carried out. It was the NLP way of controlling and influencing the whole

process, as already mentioned above. He helped them focus **all** their energy **on** their studies by way of the ‘right learning state’ exercise. He instilled confidence in the students and motivated them using **a** number of NLP techniques such as refusing to give negative strokes, using Milton Model Language Patterns, sincerely pointing out even **the** smallest of their strong areas, correcting their mistakes by simplifying the task, encouraging, and celebrating even small successes.

His use of peripheral praise to avoid negative strokes was inspired by Gregory Bateson’s idea of the importance of the relationship aspect in learning. Through the peripheral praise strategy, the researcher was focusing on *what was working* and **not** on *what was not working* or *what was wrong*. (As we have seen **in** the first chapter, this was the fundamental difference between NLP and mainstream psychology.) And by focusing on what was positive in the context the researcher was reinforcing the relationship with everyone in the class. And it must have been this relationship angle coupled with the unconscious realization that the only way to get strokes in this class was to do something positive, which prompted the misbehaving students to refocus on the classroom processes.

Through the use of the Milton Model, the researcher was experimenting **with** the NLP idea of effortless change. Through a clever mix of presupposition, anticipation, recognition and voice modulation, the researcher was trying to influence the unconscious mind of the students. Influencing the unconscious mind becomes important as it is considered as the source **of** all actions, and therefore of all change. To reach the unconscious, the conscious mind has to be suppressed, silenced or distracted. Milton **Erikson** has demonstrated that it was

possible to do this by embedding commands to the unconscious in a mix of presupposition, anticipation, recognition, and voice modulation. In this way, the embedded commands **slip** through the conscious mind and reach the unconscious and initiate changes there. And the researcher was adapting his technique to his experimental classes to generate similar results. He **took** the framework **of the** sentences used by Milton **Erikson** and changed the content to suit his purposes. And they were used at **the** beginning and end of all the important junctures of the classroom process. The results were not, of course, dramatic, but they were **fair** enough given the short span of **time** the researcher had worked with this. **To** say the least, they were a great help **in** setting the frame for each task, motivating and encouraging **the** students **and** keeping a positive atmosphere throughout the session.

There was significant difference in the researcher's approach to **the** mistakes, academic and behavioural, made by students. And it was again inspired by NLP, which says that there is no failure, but only feedback. This approach to **failure** has come in **for** sharp indictment from many quarters, as the following sentence suggests: "When the space shuttle blew up within minutes of launch, killing everyone on board, was that 'only feedback'?" (Carrol). In order to understand the NLP principle and expose the fallacy of such criticisms, one has to go back to a statement of Richard Bandler quoted in the first chapter: "**It** is not what happens outside of us that creates problems for us, but *what we do with what happened* **that** creates trouble" (*Get the Life* xxiv). Therefore when NLP says there is no failure, it is not to be taken, as a factual statement about failures, but as an *approach* to deal **with** failure. **If NASA** was able to launch space

shuttles **successfully** even after that ‘failure,’ it was only because NASA dealt with it as a ‘feedback,’ and **not** as the end of it all. In the same way, the researcher turned the shortcomings of the students into an opportunity for growth by not snubbing them, **but** by making them aware of what they were capable of doing. The latter was effectively done by inviting their attention to whatever was positive in them and around them. And subsequently giving them specific input on how to correct their mistakes in such a context was indeed turning failure **into** feedback.

As for encouragement and motivation, they were given more indirectly than directly. Celebrating even the smallest of positives was a way of doing it. For example, the researcher found time to praise students for coming on time **for** the class, for bringing the text materials etc. This is because generally **in the** college many students were not following these simple but basic rules without the threat of punishment. And the researcher was able to achieve better results by affirming the positive response of the class rather than selectively exposing the ones who did **not** comply with. Even when the researcher had to give a negative feedback to a student, he saw to it **that** the same student was caught doing something right in the very same session and was appreciated. Such students subsequently became much more focused than the others. Encouragement and motivation resulted from a complex mix of rapport, self-confidence, and self-esteem all **of which** were conveyed through simple gestures of affirmation.

#### Group Process Manager

The above description of the roles **of need-analyst** and facilitator contains within itself the role of the group process manager as well. But there is one thing

**that** deserves special mention vis-a-vis **this** role. **It** was in this role that **the** . researcher adopted one **of the** most important and basic approaches **of NLP:** flexibility. As we have already seen **in** chapter five, there is an NLP principle, which says, “**If** what you do does not work, do something else, do anything else.” There were quite a few occasions, throughout **the** experiment, when the researcher had **to** think on his feet and bring in necessary changes **in** the already charted **out** programme to get the results he wanted. This principle of NLP, according to the researcher, was the one which made it beautiful and authentic. For it contains within it an element of humility and openness to reality. It humbly recognizes the fact **that** no system, no strategy, including NLP, can fully comprehend reality or fully bring it under control. NLP is therefore an invitation to constantly strive for perfection and be fully open to knowledge, be it from any quarters or any system.

### **Organizer of Resources**

The researcher has expanded the meaning of this role in **the** light of NLP. Ordinarily **in** CLT it means organizing the physical resources needed **for** a session as well as tapping into the talents in the class for the smooth conduct of the lesson. But the researcher has added a third dimension to it-organizing the resources *within* **the** individual and making use of it **in the** class. And how he has done it is clear, it **is** hoped, from the discussion so far.

### **The Researcher's Experience**

Looking back at the experiment, the researcher predominantly feels contented and rewarded. The students were largely co-operative across sessions and batches. It was heartening to see them involved in the classroom activities

and tasks. He **felt** assured of himself when students stayed back for his class even when they **could** have gone home without being caught. The non-verbal communication of the students in and out of the sessions was also fairly encouraging. It suggested respect for the researcher and interest in the new style. Their observance of the classroom rules without the use of force and threats was also a reassurance to the researcher.

However, he had his moments of disillusionment too during the experiment. In the last session of each batch there was more of noise suggesting distraction and boredom. And the researcher took it as a feedback on that session as well as on the entire experiment. He thought it could be the result of growing tired of the new style of teaching and their initial co-operation must have been that of doing something new. But later, from a more objective point of view, it dawned on him that the reaction was typical of the last session where the task given was fairly above their reach and out of sync with the demands of university exams. And whenever the tasks were above their reach they exhibited the same behaviour, as was evident in the case of batch C. Therefore, he need not have to take it as a general comment on the entire experiment. The circumstances in which he had to deviate from his set plans in batch C also gave him some moments of confusion and anxiety. There were individuals in every batch and in every session who tried to hijack the session from the researcher by their deliberate non-cooperation. At such moments, it was NLP, which came to his rescue. In this context, it is relevant to describe how the researcher made use of NLP for himself.

### **The Researcher's Use of NLP on Himself**

NLP places a predominant responsibility on the speaker in any act of communication, as pointed out in the first chapter. Therefore it is imperative that the researcher had to take **the** responsibility for the effectiveness or non-effectiveness of his communication. This meant that he himself had to be in a **resourceful** state throughout **the** session. For this, he checked his internal state ten minutes before each session and anchored in a resourceful state whenever he found some negative feelings of anxiety, disillusionment, or fear. It was this practice, which stood him in good stead in the face of challenges in every session. He also made use of NLP's typical criticism strategy to deal with negative verbal and non-verbal communication from students. And it, of course, is not confined to his teaching or research. It has changed the way he deals **with** reality. From being helpless **in** certain circumstances, he has learned to rise above them and be himself. Instead of blaming others or the circumstances for his failures, he has learned to take responsibility for himself and for his internal states and respond to any situation creatively. He has taken it to **his** heart that it is *not what happens* but *what we do with it* (Bandler, *Get the Life* xxiv) is what makes the difference. Therefore it can be conclusively stated that one of **the** prime beneficiaries **of** the use of NLP in the ELT classroom has been the researcher himself.

### **Feedback from the Students**

There were three types of feedback from the students: they were oral, written, and nonverbal/indirect. In the oral feedback there was rarely anything negative. (In one session in **the** C batch, two students said that it was **all** boring and not effective.) And **this** overwhelmingly positive response was of course

unrealistic and it was understandable given **the** fact that students did not want **to** say anything negative in the face **of the** researcher due to their courtesy or so.

In the written feedback, on an average, 20% of the students had a negative response about the various aspects of the experiment. The last item in the evaluation questionnaire was ‘anything else?’ And about 70% of the students from each batch responded to it. The researcher took it as something very positive as it suggested their interest in the whole process. Among this 70%, the **majority** wrote they were very happy **with** the experiment as they really benefited from it and they were thankful to the researcher. And there were also negative responses. Some of them preferred not to have any more of such classes as they were boring. The exercise for the right state of learning and the spelling strategy were especially rejected by them.

As for the non-verbal/indirect feedback, it was more positive than negative. **But** it was not overwhelmingly positive as in the former two types of feedback. By non-verbal he meant facial expressions, gestures and postures. And by indirect feedback, **the** researcher meant reactions such as murmuring, sleeping, looking elsewhere, and doing other activities than the tasks given. **In** each session, the non-verbal cues were more positive than negative. **In** the case of **the** ‘right learning state’ exercise, the breathing pattern **of** most of the students was suggestive of sincere involvement. And there were instances of indirect negative feedback **in** each session, but not many. **On** the whole, the feedback of the students was suggestive of a general support for the experimental classes.

### **Interpretation of Post-Test Marks**

One may observe three interesting trends in the analysis of the post-test scores.

1. The post-test shows a significant progress in the overall pass percentage of the students in A, B, and C batches. It remained unchanged in the case of D batch. Taken together, there is an average of 10% increase in the pass percentage in the post-test scores.
2. There is an upward movement in the lower rungs (i.e., the 0-19, 20-34, 35-49 and the 50-59 categories) whereas at the top levels (i.e., 60-79 and 80-100) we see a downward movement in all the batches. The same trend is more sharply visible in each subject.
3. More than 50% of the students improved their performance in three out of four batches and seven out of nine subjects. In two subjects (Commerce and Malayalam), the number of students who improved their performance is the same as that of the students who backslided.

The 10% increase in the pass percentage is indeed quite rewarding and realistic. To bring about such a change in student-performance in just five hours is quite significant an achievement. It is neither too overwhelming nor too insignificant.

The upward movement in the lower rungs of the marks ladder and the downward trend in the higher rungs are to be understood against the context in which the post-tests took place. The researcher had not made any previous announcement about the tests in or out of the class for two reasons. First, he feared that a prior knowledge about the test would tempt at least some students to avoid it. The usual trend in the college is not to take class tests seriously unless

they have some bearing on their internal marks. At the very outset of the experimental classes, the researcher had promised the students that their behaviour and performance in the class would not have anything to do with their discipline record and internal marks. Such a promise was given in order to remove any fear of punishment or any hope of reward from the minds of the students so much so that the students would be encouraged to be their genuine selves in the **experimental** classes. In other words the researcher decided to conduct the post-test point blank in order to ensure maximum student participation in **the** 'unimportant' test. Second, **the** researcher hoped an extempore test would be ideal in assessing **the** effectiveness **of the** classroom work. A previously announced test would be predominantly testing the memory of the students. Even those **who** had not sincerely participated **in** the classroom work could score good marks. And the researcher wanted to avoid such a scenario. The **internal** test, on the other hand, is well prepared for by the students as **its** marks have a bearing **on** their final mark-sheet.

Those students who got high marks in the internal tests were unable to repeat that in the post-test just because they had not got time to 'prepare' **for** the test. And **the** improvement in the students who failed in the internal tests suggests that some significant learning has taken place in and through the classroom processes. Therefore, the second trend visible in the analysis of the post-test scores, though a **bit** puzzling at first, is actually suggestive of the success **of the** classroom processes used by the researcher.

The third and final trend which suggests that more than 50% students **in** most batches and subjects improved their performance is an unequivocal

affirmation of the success of the experiment. And the performance of Commerce students is easily explained and understood in the light of the extempore nature of the post-test. Some of those who got first class or above in the internal tests managed only a second class in the post-test precisely because rote learning did not play a significant role in the test. And there is no doubt that memory does play a crucial role in scoring higher marks in any examination. Therefore, the equal percentage of improvement and decline of student performance in the post-test in **the** Commerce batch is not actually a statement against the experimental classes; but it is a statement about the crucial role that rote learning plays in our traditional system of examinations. Thus the result of the commerce batch too reiterates the power of the experimental classes in terms of its ability to provide a basic understanding of the text to the students.

As for **the** Malayalam batch, the researcher concedes that he has not been able to effect any significant improvement in their **performance**. But it is to be borne in mind that the standard of English of the majority **of this** batch is appallingly low. And as suggested in the fifth chapter, bringing about a significant change in them entailed special and careful work **with** them, which, of course, was outside the scope of the present experiment. However, **this** experience with the Malayalam students does in no way take away anything from the experiment as a class of just eight students in an aggregate of 245 students **in** nine subjects is a very thin minority and their experience in no way invalidates the experience of the vast majority. However, their experience is equally real and valid as that **of the** majority. **In** the eyes' **of** the researcher, it constitutes another important area of research and experiment.

### **The Comments of Peer Observers**

The researcher took three **of his** colleagues to three sessions of the experimental classes. All of them found the sessions lively and full of activity. They felt that the classes were great in an ideal situation. But they had certain serious reservations too about the classes. First, they pointed out the enormous workload on the teacher. For example, simplifying the text was fine in the context of research, but almost impossible on a regular basis. Second, the temperament and the value system of the teacher were very crucial in implementing many of the NLP strategies. The peripheral praise strategy was a case in point. There were a lot of teachers who believed that there was no effective substitute to pointing out a mistake straight in the face of the doer. And they also felt that there was a possibility that some students might interpret the strategy as the teacher's lack **of spine** to call a spade a spade, in spite of the fact that it was working fairly well in the researcher's case. They also had some doubts about the ultimate usefulness of group work too. According to them, the **usefulness** of group work was not commensurate with **the** homework the **teacher** had to **put** in. In every system, some students will be left out of the main stream because of their extremely poor standard of English. Even in the experimental classes such students were not helped.

While respecting these views of his colleagues, the researcher would like to look at the whole scenario from a different point of view.

The present research, at the first cursory glance, may appear to be impractical, as pointed out earlier by the researcher's colleagues. But any action research has to be tried, retried, modified, and refined before it can be

successfully implemented in a real classroom situation. The present study, it is hoped, successfully laid the basis for the transfer of theory to every day practice.

Also, it is of supreme importance to bear in mind that in a teaching-learning environment, the teacher is dealing with human beings pulsating with life and dignity equal only to his/her. And to understand and effectively deal with the human reality before them, the teacher has to set aside their practical concerns a little. Undoubtedly they had desired their teachers to do like that when they were students. They had really wanted their teachers to understand and respond to the classroom reality from their point of view. And this is what, as teachers, we have to do today. How many of the teachers would like to be corrected on their face when they make a mistake? Many of us would like to be made aware of our mistakes, but a straight correction on the face clearly unsettles us arousing negative feelings in us towards the person who corrects, and initiating unhealthy defence strategies. If that is the case with seemingly mature people like us, how much more would it be with youngsters who are not yet mature.

Therefore, from the point of the learner, this research has a lot to offer the teachers in terms of rapport building, correcting mistakes, presentation skills, material production, motivating and encouraging, empathizing, instilling self-confidence and self-esteem, thinking strategies, and self-reliance.

### **Recommendations**

In the light of the present research, the researcher would like to make the following recommendations:

1. Teacher training has to include some input that would enhance the teacher-trainee's sensitivity to the students.

2. Teaching aptitude has to be measured not just on the basis of one's subject knowledge and presentation skills, but it has to take into account one's emotional quotient.
3. Teachers have to be trained to take responsibility for their communication and not blame the students for the same.
4. The need of the learner has to take precedence over everything else in material production. If the given text is above the reach of the given group of students, provisions have to be made to adapt the text to the present situation. The teachers and the management of the colleges have to take initiative for this.
5. Students in one class could be sub-grouped on the basis of their standard of English so that appropriate strategy could be used for each sub-group. The brighter ones could be entrusted with higher tasks.
6. Motivating the students has to be given priority over everything else in English language teaching; therefore English teachers have to be trainers as well.

### **The Future**

NLP offers enormous scope for research for the conscientious and sensitive English teacher. The present research can be expanded by conducting it in different colleges in the Kottayam district of Kerala. It can also be done in colleges across different districts of the state. It could be further expanded by conducting the study in different colleges in Kerala, **Tamil Nadu** and Karnataka. It can also be expanded by offering different types texts such as poetry, novel, or short story. It can also be expanded by taking it to postgraduate classes, junior

colleges, or to schools. A further way to do research using NLP in ELT is to focus on one of the four skills. Qualitative research involving only a few individuals too is a very promising field of research in this area.

### Conclusion

The researcher has established the link between his theoretical pronouncements made in the first chapter and the actual classroom practices described in the fifth chapter, thereby affirming his contribution to ELT. In this process he has described the different aspects of ELT, which underwent the NLP intervention. He has also described the different feedback from different angles. He has also replied to his peers' observations in the form of his opinions on the value of this research to fellow English teachers. He has made five recommendations, which, he hoped, would enhance the quality **of the** English teaching environment **in** his part of the world, **in** the light of his research. And finally **he** charted out the future of research involving NLP and ELT. On the whole, the present research has been a rewarding experience to the researcher as he has been able to expand the use of NLP in India to the teaching of English at the tertiary level in addition to identifying certain weaknesses in CLT and strengthening them using NLP with a fair amount of success.