

Abstract

The teaching and learning of English, in this globalized world, assumes such a significance that calls for a relentless drive to achieve greater efficiency. It is in this context that researches in ELT become relevant and important.

Researches in ELT have always taken into account the advances in other related areas such as Linguistics and Psychology. In addition to this, a host of other factors, 'seemingly not strictly related' to language learning, are now found to be vital to it. Such factors include motivation, self-confidence, emotional health, flexibility in behaviour and attitudes, leadership skills, ability to work in groups, and so on. One of the veteran ELT practitioners in India, Prof. N. Krishnaswamy is of the opinion that ELT professionals in India should think of an integrated model of teaching English incorporating ideas from Cognitive Sciences, Linguistics, Psychology, Neurology, Biology, Sociology and the like (50). The present research gains significance in the light of these observations.

This research is an attempt to bridge the gaps in Communicative Language Teaching (Cl .1) with the help of a set of presuppositions and techniques from Neuro-Linguistic Programming (NLP), which is a multi-dimensional approach to improving human functioning at various levels. The very term 'Neuro-Linguistic Programming' conveys its multi-dimensional, holistic nature. The three words in this term tell us about the fundamental components involved in producing the human experience: neurology, language, and programming: Our neurology determines how our bodies function and how we perceive things; our language shows how we relate with ourselves and the world outside; and programming is the process of building our own '**maps'/models** of the world through the interplay of the first two factors. In other

words, NLP is a description of the dynamics between the mind ('neuro') and language ('linguistic') and how their interplay produces our models of the world and our behaviour ('programming').

On studying NLP deeper, the researcher felt it potent enough to make some useful contribution to the teaching and learning of English. He is a lecturer at St. **Berchmans** College, Changanasserry, Kerala, South India. And he found it worthwhile to **try** to bridge the gaps he observed **in** CLT in his own practice as well as that of his fellow teachers.

The research began **with** the hypothesis that Neuro-Linguistic Programming strategies are effective tools in the teaching and learning of English in the general English (Part 1 English) undergraduate classes. And it aimed at achieving **four** objectives using NLP strategies: first, to create interest **in** undergraduate students in their general English texts; second, to motivate the learners to approach the English language **with** confidence, interest, and purpose; third, to improve **teacher-efficiency in** terms of managing one's inner resources and fourth, to create teaching materials that **would** help the students understand even difficult texts. As for the methodology, a mixture of quantitative and qualitative methods was used.

The entire study was based on three rounds of classroom experiments: (1) a pilot study involving twenty student volunteers from various first year undergraduate streams, (2) a round of experiments with English main students, and (3) the main experiment involving 245 second year undergraduate students of various departments. All the experiments were conducted without using a control group as the researcher was familiar with the skill level of the students and as the study was conducted at a micro-level.

All through the experiments, a number of NLP strategies and exercises were made use of, which included ‘creating a resourceful state,’ ‘NLP spelling strategy,’ ‘anchoring,’ ‘pacing and leading,’ ‘chunking down,’ ‘Milton-Model Language Pattern,’ ‘Satir Categories,’ ‘the swish.,’ ‘making use of visual, auditory, and kinesthetic modes of perception,’ ‘submodality change,’ and the like.

As for the **students-response**, the most visible change was **in** their participation **in** the classroom processes. About 75% of students responded **with** enthusiasm to all the different components of the classroom processes. And about 60% of the students showed improvement in their comprehension levels as ratified by the post-test scores.

The researcher has found the whole study quite rewarding as it has proved the hypothesis true beyond doubt. It has proved that NLP strategies are very powerful in establishing rapport and classroom discipline, ⁱⁱⁱ making difficult texts easy and comprehensible, in creating resourceful states, in motivating students for learning, in instilling confidence in them, and in making the classroom, processes interesting.

The thesis is divided into six chapters. The first chapter establishes the **theoretical** framework of the study. The second chapter reviews literature on earlier researches in the field. The third chapter describes the design of the study. The fourth chapter gives the profile of the participants. The fifth chapter presents the data collected from the experiments and analyses it. And the sixth and final **chapter** interprets the data to arrive at relevant findings and sums **up** the study.

And the study could be expanded using different types of texts and by extending it to different colleges in the same district or across districts.