

For MET

Learn N.L.P. without re-mortgaging your house!

Mario Rinvoluceri, Pilgrims

Neuro-Linguistic-Programming is marvellously useful in these areas:

- Setting personal goals and evaluating in depth if they are genuine objectives in pursuits which we want to fully engage our energy.
- Exploration of the brilliant and largely unconscious ways in which we build our subjective view of everything and everybody around us. Subjective is the water we swim in, Objectivity? Who knows?
- Dealing skilfully with people whom we don't get on with easily.
- Exploring in detail with how students manage various language processes e.g;
 - :listening to a story
 - :reading a page of intellectual text
 - :on the wing self-correction while speaking L2
 - :constructing inner schemes to represent L2 grammar to themselves etc..
- Getting clear, detailed, unambiguous and good quality information from a person, we have to negotiate with, and doing it in such a way that they surprise themselves with the sharp focus and precision of their thought.
- Appreciating the sensory aspects of literature more fully and more sensuously.
- Improving our ability to translate fully and accurately from Language A to Language B (ref)

You may gather from the above that I think N.L.P. is well worth learning for any human being and especially so if you teach languages.

The problem is that language teachers are among the worst paid professionals in the world and N.L.P. training is grossly over-priced. You may have heard that N.L.P. also stands for the slogan: NEVER LOWER PRICES!

Three hundred pounds for a week-end course- who can afford this kind of money?

One way of taking the first, beginner steps in N.L.P is to use N.L.P. exercises customised

for language instruction in your own classes. By doing this you begin to experience the insights and feel the power of N.L.P. via your own direct experience and that of your students. It can be exhilarating to observe your students learning English and N.L.P.

In the remaining part of this article I want to offer you a couple of exercises from Judy Baker's Book, Unlocking Self Expression Through N.L.P. So you get some practical idea of what I have tried to outline above.

Exercise 1 Inner Voice (lower intermediate- advanced)

A. Dictate these questions to your students:

- When do I talk to myself, and where?
- How long does a bout of my inner talk typically last?
- While talking to my self do I get pictures in my mind's eye, and feelings?
- Do I talk just to myself or to other people in my head?
- If I talk to others can I hear their voices in my mind?
- Do I talk to objects, flowers, pets, the rain?
- In talking do I focus more on the past or the future?
- Write 2 better of your own.
- How do I treat myself when I talk to me?
- When was I last strict with myself?
- Has my inner talk changed over time?
- What would it be like if I were to lose the ability to talk to myself?

(Giving the above text as a slow-paced dictation allows students time to think. Don't just give them a photocopy straight off.)

- B. Group the students in 4's to answer the questions, especially their own.
- C. Allow time for relaxed general feedback to whole class.
- D. Give out photocopies of questions, so they can check for any spelling difficulties.

Exercise 2 Sensory Vocabulary Revision Elementary - Lower Intermediate

A. Tell the students you are going to give them words/phrases from the last course book unit.

Suppose the first word on your review list is DONKEY say the word loudly and clearly.

Pause for 5-7 seconds and then ask different students in the group an assortment of these questions:

- Did you get a picture?
- Big or small?
- Near or far?
- Sharp or fuzzy? (give L1 equivalents for these technical words)
- Colour or black and white?
- Did you get a sound or sounds?
- And what about feelings?
- Please describe what you saw-heard and felt?

B. Treat the other words you need to review in same way

Alternative step B: Dictate the technical questions to the students so that they can work in pairs, questioning each other.

Comment This is a good activity because the students are learning something about their own mind processing while working on the vocabulary. They will not have done anything like this in M T, most probably. This gentle discovery process is typical of the better exercises in Judy Bakers' book.

We both hope you will enjoy Unlocking self-expression through N.L.P and learn plenty of N.L.P. from your students! And an N.L.P. course for the cost of the book!