

---

## NEURO LINGUISTIC PROGRAMMING: A COMPLEMENTARY TOOL TO LEARN ENGLISH GRAMMAR

MUHAMMED SALIM K

---

**Abstract:** All techniques in Neuro-Linguistic Programming (NLP) bestow predominance to unconscious part of the mind, which is more powerful than conscious part. NLP studies how the brain works, how people think, feel, learn, motivate themselves, interact with others, make choices, and achieve realistic goals. In NLP, there are many strategies, which may help in enhancing language-learning skills. Though the subject is new and has not been explored by many, some NLP principles and techniques are being used effectively in teaching English as a foreign language. This paper focuses on the usage of NLP in English grammar teaching by using point of view stories. Research shows that this is very useful method to learn grammar. Here one small story will be told several times in different point of view. Different point of view means, to change the time (past, present and future) the story occurs and change the person who is narrating the story. When a person listens to this story several times, grammar parts of the story will become deeply stored in his brain. In nutshell, he learns grammar unconsciously. Altogether, this paper states that NLP and ELT are complementary.

**Keywords:** Neuro Linguistic Programming-English Grammar Teaching-Conscious and unconscious part of the mind

---

Neuro-Linguistic Programming (NLP) is a simple skilful method to explore what goes on inside a person (subjective experience). NLP, with its roots in psychology and neurology, is about the way the brain works and how the brain can be trained for the purpose of betterment i.e., NLP studies how the brain works, how people think, feel, learn, motivate themselves, interact with others, make choices, and achieve realistic goals. It encompasses or is related to left/right brain functions, visual/auditory/kinaesthetic learning styles, multiple intelligences and other areas of research, which are attempting to identify modes of learning while recognising the importance of the individual learner. In their book *In Your Hands: NLP in ELT*, Jane Ravell and Susan Norman explain NLP as:

“The neuro part of NLP is concerned with how we experience the world through our five senses and represent it in our mind through our neurological processes. The linguistic part of the NLP is concerned with the way the language we use shapes, as well as reflects, our experience of the world.... The programming part of NLP is concerned with training ourselves to think, speak and act in new and positive ways, in order to release our potential and reach those heights of achievements which we previously only dreamt of.” (P.14)

NLP and English Language Learning NLP is an experiential study that leads its students to concepts through exercises. Exploring these ideas in the English language learning may be giving more innovative methods and techniques in the field of English language education. Neuro-Linguistic Programming (NLP) is also considered as a fast growing area of personal development. In NLP, there are many strategies which can help in enhancing

language-learning skills. Though the subject is new and has not yet been explored by many, some NLP principles and techniques are being used effectively in teaching English as a foreign language. Anchoring, modelling, reframing, meta-modelling, calibrating, eye accessing cues and metaphors are some of the very effective NLP areas that can be useful tremendously for English language teachers in their various classroom situations. How NLP works in Grammar learning Does our grammar class suggest that learning is an enjoyable, warm experience? On the other hand, does it convey a sense of coldness, neglect and lack of care and attention? What effect will the message that the students are receiving non-consciously have on their participation in the class and the success of their learning? NLP, then, helps us ‘see things from the other point of view’. To maximise their learning, we may need to change the activity types we use, and to re-think the way we communicate. This paper focuses on the usage of NLP in English grammar learning by using point of view stories. The research shows this technique is one of the best ways to learn grammar not only English but also any language in the world. When we study grammar rules, we will think about the grammar before we speak. It causes us to hesitate and speak much slower and we understand much slower. Some time you may wonder how is it possible to speak English with correct grammar if you do not study rules. That is what I am going to discuss in this paper. Here one small story will be told several times in different point of view. Different point of view means, to change the time (past, present and future) the story occurs and change the person who is narrating the story. When a person listens to this story several times, grammar parts of the story will become deeply

stored in his brain. In nutshell, he learns grammar unconsciously. So firstly researcher tells the story in present, secondly he tells the same story in past, then in the future. Another point of view is to change the person. In it, researcher tells the story in the first person narration. The story in the present:

“There is a man and his name is Mushthaq. He goes to the market and buys an apple. The size of the apple is very big and he pays 20 Rupees for it.”

How do we use this story to learn grammar? Provide an opportunity to listen to this story several times by recoding or from friend / teacher’s narration and try to understand the story (what is happening in the story) not to learn grammar. Do not try to think of regular verb or irregular verb. Do not think about grammar parts. Concentrate on the meaning because this should be stored deeply in the brain. Researcher tells the story again, same story but this time in the past. The story in the past:

“One year ago, there was a man and his name was Mushthaq. He went to the market and bought an apple. The size of the apple was very big and he paid 20 Rupees for it.”

This is the end of the second stage of the story. Provide an opportunity to listen to this story many times. Therefore, the grammar of this sentence will deeply get stored in students’ brain. That is why this is very simple and powerful technique. Researcher goes to the next stage of the story, i.e., in the future. It will be like this:

“One year from now in the future, there will be a man and his name will be Mushthaq. He will go to the market and buy an apple. The size of the apple will be very big and he will pay 20 Rupees for it.”

Provide an opportunity to listen to this story many times. Then student can hear the story in the fourth but there is a change in the person who is narrating the story. Now listen to the story and tries to understand the story.

“I am a man and my name is Mushthaq. I went to the market and bought an apple. The size of the apple was very big and I paid 20 Rupees for it.”

That is the end of the fourth stage of the story. Student has to listen to the story many times and try to understand what is happening to the story. It is better to say that this is a very simple and short example. Nevertheless, when we go to the next classes, the stories should be longer and much more difficult. It may be good if a higher-level story also mentioned. Here is an example of that:

I do a lot of things before I sleep I get up at 5.15 in the morning. I sometimes lie in bed for 15 minutes, and

then I get out of the bed and go to the bathroom. I attend the call of nature i.e. pass urine/motion. Then I brush my teeth, wash my face, rinse my mouth and wipe my face with a bath towel. After that, I get out of loo and go to bedroom, change my nightclothes and put on fresh clothes. I go down to kitchen and drink a cup of black tea, come to the drawing room, do my prayer, pick up the newspaper and read the headlines. Afterwards I switch on television. I watch morning news on BBC and NDTV. I get out of my house and sometimes I go for a long walk. Then I get back home and have a cup of carrot juice. After that I go to the bathroom again, take bath. Afterwards I have breakfast with my parents. Usually I have idly, vermicelli, vada, poori ,upmavu and masala dosa. Then I go to my bedroom, open the cupboard, pull out my pants and shirt, take the iron and press my clothes. Etc. The story can be extended /divided according to the standard of the students if it needs. If the above mentioned steps are followed for this story as well, grammar of the story (simple present, simple past and simple future) will deeply get stored in students’ brain.

**Conclusion:** When we analyse cognitive psychology with NLP it seems that latter focuses more on unconscious part along with conscious part. In his book *The Big Book of NLP Expanded*, Shlomo Vaknin says:

“...In cognitive psychology, the emphasis is more on conscious change of thought patterns. NLP leaped ahead by including a strong emphasis on how the unconscious and body-mind experiences called “states” (similar to state of mind, but including the body) can be used for change.” (P.36)

When students simply listen to the story from their friends/teacher or get it recorded in their own voice and play it repeatedly, then grammar of this story will deeply get stored in their brain. That is why this is a simple powerful easy methods to teach and learn grammar without learning boring grammar rules. Here learner can learn English language like a child learns language by listening. NLP (Neuro Linguistic Programming) has been around in language teaching longer than we may realise. Those teachers who incorporate elements of suggestopedia, community language learning, music, drama and body language into their lessons are already drawing on NLP as it stood twenty-five years ago. Whether one is a disciple of NLP or not, what is clear is that NLP and ELT are complementary.

**Reference:**

1. Andreas, Connirae, and Steve Andreas. (1987) Change your mind-and keep the change: Advanced NLP submodalities interventions. Ed. Assts. Michael Eric Bennett and Donnan Wilson. Moab, CA: Real People Press.
2. Bandler, Richard, and John Grinder. (1975). Structure of magic: A book about language and therapy, Vol. 1. Palo Alto, CA: Science and behaviour Books, Inc.
3. Boas, Phil, and Jane Brooks. (1984) Advanced Techniques in NLP. Portland, OR: Metamorphous Press.
4. Dilts Robert. (1990). Changing Belief Systems with NLP. Ben Lomond, CA: Dynamic Learning Publications.
5. Ravell, Jane and, Susan Norman. (2007). In Your Hands: NLP in ELT. Portland: Delta Systems Co. Inc.
6. Ready, Romilla and Kate Burton. (2010). Neuro-Linguistic Programming for dummies. West Sussex: John Wiley & Sons.
7. "Rule # 5 For Excellent English Speaking." Learn Real English.com. Jul 21, 2011. You tube. 04 Aug. 2012
8. Vaknin Shlomo. (2010). The Big Book of Nlp Expanded: 350+ Techniques, Patterns & Strategies of Neuro Linguistic Programming. United States of America: Inner Patch Publishing.

\*\*\*

PhD Research Scholar, The Department Of English  
MANUU (A Central University), Gachibowli  
Hyderabad