

## **Teacher-Language and Rapport Building in the ELT Class: An NLP-Based Experiment**

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**ABSTRACT:** *The lack of motivation and interest on the part of the students in the ELT classes at the secondary and tertiary levels is a pan-Indian phenomenon. And very often teachers are clueless about how to handle this problem. Neuro-Linguistic Programming holds some potential to address this problem. An action-research conducted by the author at the tertiary level focuses on the kind of language used by the teacher in the class and the underlying attitudes and belief systems of the teacher even in the midst of indiscipline and lethargy. And the study shows that NLP can be tapped effectively for building up rapport with the students thereby enhancing teacher-effectiveness and learner-motivation. By way of explaining the various ways in which language was used in this action-research, the article discusses a number of NLP strategies and techniques and the underlying NLP assumptions/theories.*

**KEY WORDS:** *Neuro-Linguistic Programming (NLP), Rapport, anchoring, Satir categories, Milton model language pattern, unconscious, debriefing, perceptual positions, Eriksonian pattern, complex equivalence, feedback, resourceful state, desired state*

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Date of Submission: 08-03-2019

Date of acceptance: 28-03-2019

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### **I. INTRODUCTION**

English teachers at the tertiary level in India often complain about the lack of motivation and interest on the part of students in learning. And one will come up with a number of ‘valid’ reasons for this state of affairs. At the end of it all, the onus is put on the students. And teachers find themselves in a ‘helpless’ situation where they are unable to do justice to their role as teachers even when they want to. It is this everyday experience of English teachers which made the researcher look at the situation from a different angle: from that of the teachers. His question was: Can the teacher make a difference in the attitude of the students by bring in some changes in his/her behaviour, attitude, and language? His enquiry led him to Neuro-Linguistic Programming (NLP), “the study of the structure of subjective experience” (Grinder et al 8).

#### **Neuro-Linguistic Programming (Nlp)**

NLP is not about such branches of knowledge such as ‘Neurolinguistics’ or ‘Linguistics’. It originated in the 1970s from the field of psychology with the pioneering efforts of John Grinder, a linguist and Richard Bandler, a mathematician. It is an effective method to explore human subjective experiences; i.e. what goes on inside a person – how people think, feel, learn, motivate themselves and make choices. As a study of subjective experiences, NLP studies very closely the processes people use to build their unique, distinctive maps or models of the world. In short what NLP explores is how the mind creates its own reality. And it does not stop there. NLP holds that the knowledge of how we build our own maps/models of the world can also teach us how to expand these models or dismantle and build new models. Thus NLP has created practical techniques to develop and expand those maps/models so that effective communication can become a matter of conscious choice. In other words NLP has shown how to programme and deprogramme the human mind so as to expand our behavioural choices. In this way NLP is an approach to communication that produces a wide range of choices and the flexibility to change in order to achieve desired results.

And according to Steve Andreas, one of the early developers of NLP, “all our experience consists of either sensory-based experience in the moment, or internal representations of sensory-based experience that are remembered from the past or forecast into the future.” These representations will always include one or more of the five sense modalities: visual, auditory, kinesthetic, olfactory, and gustatory. And the first three modalities account for most of our thinking and responding.

And Andreas calls the sensory modalities as “the building blocks, or the ‘atoms’ of all our experience”. Even the most abstract words and conceptualizations we use are some combinations of images, sounds or feelings, either simultaneous or sequential. According to Michael Hall, they are the “programming language” of our experience; understanding this language enables us to “understand, model and transform experiences” (18).

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In other words, “we can learn how to voluntarily rearrange these “atoms” of experience in order to resolve problems, and reach the outcomes that we want” (Andreas).

### **The Structure Of The Study**

In the light of these theoretical inputs and practical observation, the researcher has made an attempt to create an appropriate rapport with the students using NLP patterns in his general English undergraduate classes. There were four batches of students with sixty students, on an average, per batch. There were 245 students altogether. The general objective of the experiment was to teach an essay with a considerable amount of interest and enthusiasm on the part of the students. There were four one-hour sessions. The researcher spent an hour in each of these four batches building rapport with the students and creating a proper learning environment in order to teach an essay. In this session initial instructions were given, classroom rules were set up, an NLP-based Resourceful State Exercise was introduced, and a short introduction to the topic to be taught in the following sessions was given. And he spent 5-7 minutes on creating the resourceful-state exercise at the beginning of every subsequent one-hour sessions in which the actual teaching of the lesson was done.

The initial session had the following objectives:

1. to build rapport with the students and establish classroom rules,
2. to introduce the idea of getting into a desired state and lead them to experience it; and
3. to introduce the topic of the experimental lesson and create interest and kindle curiosity in the students about the lesson.

### **Session: 1 Establishing Rapport With The Class**

On entering the class he greeted the students with a hearty smile. He introduced himself and made some initial remarks about the students, which he had already gathered. Right from these initial remarks through the entire session, the researcher took special care to use words related to the visual, auditory, and kinesthetic modes of perception as in the following opening remarks of the session:

I am very happy to be with you today because I have heard that you are a smart group of students and as I see you looking at me and listening to me the way you do I feel that we are going to feel great when we are together.

Using the words related to all the three modes of perception has much value in effective communication and rapport-building, according to NLP. We all have a preferred mode of perception and as such we tend to use words related to that mode of perception predominantly. Consequently, the listeners with a different mode of perception are likely to be left out at an unconscious level. They may not be aware that they are left out but they would definitely exhibit such symptoms as boredom, lack of understanding, distraction etc. Using the words of the three modes of perception helped in bringing in that inclusive feeling in all the students and thus helped in better reception.

### **Establishing Classroom Rules**

To set up classroom rules he chose the centre of the stage to stand on. For him it was the instruction spotlight. And he adopted the leveller posture [head straight, legs straight and firmly on the ground and palms pressing down at mid-body height (Churches and Terry, NLP for Teachers 67)].

There are two NLP techniques used here: The former (i.e., instruction spotlight) is an example of spatial anchoring (Churches and Terry, NLP for Teachers 110). Anchoring is the process by which a stimulus gets connected to and thereby triggers a response (Grinder and Bandler, Trance-formations 61). And the researcher was trying to anchor the centre of the stage as the place to give instructions from so that whenever he moves on to that spot, the students would be unconsciously ready to listen to the instruction. The researcher is spared of the effort to invite the attention of the students to listen to him. This way, it helped to establish classroom discipline effortlessly. The latter (i.e., leveller position) was one of the Satir categories, the six body postures and language styles indicating specific ways of communicating, developed by Virginia Satir, a great Family Therapist (Grinder and Bandler, Structure II 47-53; Churches and Terry, NLP for Teachers 63-67). This posture is used when one wants to assert oneself. And this would be communicated to the listeners at an unconscious level. In other words, these two NLP techniques were used in the hope that it would help the researcher in establishing classroom discipline and establish rapport with the learners with relatively less effort. The classroom rules were not stated as such. Rather they were given indirectly, in the form of stories or with the help of an exercise. The researcher wanted the students to observe four important classroom rules. They were: ‘Be in time for the class;’ ‘bring the textbook to the class;’ ‘be brave enough to make mistakes in the class and learn from it;’ and ‘let your promises be ‘I will do it’ instead of ‘I will try to do it.’

The third and the fourth rules are inspired by NLP. One of the key principles of NLP is “Everything is feedback. ‘Failure’ and ‘success’ are just forms of feedback” (Engel and Arthur, 5). And NLP chooses to focus on what could be learned from our mistakes, with ferocious determination. The fourth rule is an invitation to the

students to give their full to this experiment. The word 'try' in the NLP parlance is a tricky word. While it sounds positive, a caveat for inaction is built into it. And therefore when we use such a word, NLP says, our mind and body tune itself to giving less than what it could really give. Therefore NLP does not promote the use of the word 'try' to make promises.

The first three rules were introduced with the help of a story and the fourth one, with the help of an exercise. At the end of each story (or the exercise), the rule was stated using the Milton (Erikson)-Model Language Pattern (Grinder and Bandler, *Trance-formations* 240-250). For example, at the end of the first story the researcher said: "And it is a good thing to begin to think about the benefit of coming in time for a programme, and you can always make it a point to come to the class in time".

The researcher used two important NLP techniques here. The first one was the use of stories. And the second one was the use of Milton model language pattern. Stories, NLP says, directly go to the unconscious and therefore have lasting effect on us (Mahony 125-129). And the Milton model language pattern is indirect and suggestive and therefore appeals to the unconscious. The researcher made use of the Milton model language pattern at every important point in his talk in all the sessions.

Then the researcher proceeded to the resourceful state exercise. And the learners were prepared for it with the help of a story. At the end of the story the learners were ready to do the exercise. The researcher directed the students through the exercise slowly with varying tones of voice.

### **Resourceful State Exercise**

The following is a transcript of the Resourceful State Exercise that the Researcher used in each session (Churches and Terry, *NLP for Teachers* 103-04)

1. Close your eyes. Think of something that you really desire to do, something that you are enthusiastic about doing, something you feel compelled to do. You can search your memory to find such an activity or you can imagine something that you have not done yet, but that drives you wild with excitement at the thought of doing it. Remember that you are doing this in your mind; so feel free to let your imagination run wild. Make sure that the image you have really excites you. Imagine in rich detail what you will see, hear and feel when you are doing it. Make sure that the feelings are emotional as well as physical and notice what words you hear yourself saying internally as well as the sounds around you. Make sure that the image is big, bright and vivid. See this image through your own eyes. We will call this image Picture 1.
2. Slowly open your eyes. What did you have for breakfast? Was it tasty? Did you take enough time to eat it or did you take it fast?
3. Now think of sitting through this class for the next 50 minutes. Look how you usually do it from the point of an observer. Probably it may not have the enthusiasm of Picture 1. We will call this image Picture 2.
4. Now imagine Picture 1 behind Picture 2.
5. Open up a small hole in the centre of Picture 2 so that you can just see Picture 1 through that hole.
6. Now, allow very quickly, all the feelings and images from Picture 1 to tear through the hole in Picture 2 and allows you to experience the wild excitement and desire of Picture 1.
7. Now, keeping all the positive emotions in place, close up the hole as quickly as possible.
8. Repeat the process so that the compelling feeling of desire gets associated with the activities that you are going to do in the next fifty minutes.

This exercise is based on the NLP view that we are capable of changing our state of mind and therefore our reality at will (McHugh 251). Our state of mind determines our attitude to reality and it, in turn, mysteriously changes the external reality as well. This exercise is a systematic way of consciously changing our state of mind to a desired one. And it underscores the idea that NLP has adopted from Cognitive Psychology that it is we who create our own reality whether consciously or unconsciously (Martindale 20).

To such a group of students, charged up with a new-found interest and enthusiasm, the researcher introduced the lesson to be dealt with in the class. The transition was made using the Milton model language pattern: "Now that you have recharged yourself with energy, enthusiasm, and interest, you may want to be introduced to the lesson that we are dealing with in the coming classes. The title of the lesson is 'A Gandhian in Garhwal.'" After talking to them about the title, the author, and the main theme of the article and connecting it to certain recent events, the researcher invited the students to do an activity. They were to take a piece of paper and get ready. The researcher then asked them to write five words related to environmental protection. They were given three minutes to write the words. The researcher too joined the activity. After three minutes, they were asked to work in pairs. Each one was to assume the role of a learner and helper. One person read out his words. The second person assumed the role of a learner. He asked for clarification of the words that the first person had written. The first person assumed the role of helper and he explained what he meant by the words he wrote. When the first person finished doing this, they reversed their roles and repeated the process. They were given about twelve minutes to do the activity. The researcher too joined the activity.

The exercise was a diluted form of the NLP tool known as the Perceptual Positions (Churches and Terry, NLP for Teachers 73-78). In its original form, there were three roles to be played by the students: learner, helper, and observer. As the researcher thought that the first two roles were sufficient for the present purpose, he omitted the third position. In essence, the purpose of the exercise was to let the students approach a subject from multiple points of view thereby gaining more depth into it. When one student asked questions and listened to the other, he got more information about and hopefully gained more insight into the subject which he was unable to get by himself.

The reason why the researcher too joined the exercise was to improve his rapport with the students. It sent a clear message to the students that the researcher was approachable and part of the process. It is inspired by the NLP technique of Pacing. It is a way to build rapport with another person by joining their model of the world by matching their language, values, beliefs, actions, current experiences etc. (Hall 69). All these, we know, are crucial to rapport building.

### **Debriefing**

At the end of the exercise, the researcher used the rest of the classroom time in debriefing the activity. He invited their attention to how the activity taught them how different they were. That was why they wrote many different words about a popular topic such as environmental protection, suggesting that their views were different. Even when they wrote the same word, their explanation differed. This suggested that their understanding of the same topic was different. It also emerged in the discussion that their understanding and insights changed depending on the roles they adopted. What they understood as learners was not exactly like when they were in the helper position. All these pointed to the fact that they were capable of having valid ideas, were capable of helping others, and that they had a lot to learn from others. Thus, through the activity, the researcher assured them of their capabilities, the need to look at the same thing from different points of view and the necessity to be always open to others. The researcher concluded the debriefing with a typical Eriksonian suggestion: "As you begin to make sense of these in your own time, learning becomes easy and enjoyable to you, especially in this class." It is in the italicized part that the suggestion is embedded. Before winding up the session, he reminded them of the four classroom rules he had set up for them. Finally, he thanked the class for giving their maximum to the resourceful state exercise, for actively participating in the two activities, for keenly listening to the researcher, and for keeping the class discipline.

The last gesture of thanking the class by picking up all their good points and deliberately not mentioning their negatives was again inspired by NLP. Two NLP principles operated here:

1. There is a distinction between a person and the behaviours they exhibit. ... it is useful to evaluate the behaviours while holding constant a positive evaluation of the self.
2. The behaviour a person exhibits is separate from the intention or purpose of that behaviour. The intention is always assumed to be positive. (Bretto 1)

These two principles helped the researcher to always maintain a positive frame of mind in the class. And this in turn resulted in his focusing on everything positive in the class. When he talked about the positives, the students too focused on the positives and unconsciously decided to make it better the next time. Even those students who might not have given it a serious attempt were inspired to do it better next time.

It is not that the researcher was not aware of those students who were not following the rules or did not participate in the classroom process. Rather it was the NLP way of sending them the clear message that in spite of their indifference they were treated as part of the class. This ploy, rather than threats, he hoped, would be a stronger reason for those inactive and uninterested students to get more involved in the classroom process the next time.

And he concluded the session with the following Eriksonian sentence: "As you finish this session, I know that you will begin to make sense of what you have learned today in your own time and understand it deeper and better. All you have learned today will work for you at an unconscious level and you will wake up tomorrow with greater insights. Have a nice day." This message, the researcher hoped, would linger in their mind and keep them thinking about what they saw in the session, at an unconscious level.

As mentioned earlier, actively looking for the positive aspects of the students and appreciating them however small was an attitude that the researcher maintained throughout the experiment. While being very much aware of what was desirable in them, he made it a point not to give any negative stroke as far as possible. It has been inspired by NLP's insight into human nature and the way we create our own worlds. According to NLP, we have no reason to judge other people, but only to understand them (McHugh 5-6).

### **SESSION 2**

In the second session, the researcher checked with the students whether they thought about the lesson back at home. Only a minority did that and it was they who lead answering questions correctly.

The researcher noted that the Eriksonian suggestive language did not have a profound and magical effect on the students at large. However, it did have an effect as far as classroom behaviour and participation in the class was concerned. Right from the very outset of the class they showed interest and readiness to participate in the classroom processes. They were also keen on coming to the class on time and bringing the textual materials with them, which otherwise they were not very keen on doing.

Then the resourceful state exercise was directed. The researcher was justly delighted to see an entire class consisting of sixty youngsters getting in touch with their inner self in absolute silence. He did not know what they were doing actually inside but it appeared that they were doing some serious work. There were two students who did not initially participate in the exercise. They were just relaxing with their face on the desk. The researcher did not say anything to them lest it disturbed the entire process. However, later they got up and joined the rest of the class. From their breathing patterns it was evident they were doing some serious work with themselves. At the end of the exercise, the researcher congratulated the whole class on their genuine attempt in doing the exercise. Then he asked the two students about their impressions about the exercise. And they reported that they were able to follow the instructions from where they joined. And the researcher announced to the whole class what they were doing at the beginning of the exercise and how they caught up with the rest later. And he congratulated them on correcting themselves and made it clear that he was very happy with them. And the researcher lost no opportunity to congratulate all the students during this activity. It was in recognition of the fact that every student needed appreciation and recognition however small their achievement was. That his response to the students went down well with them was evident from their active participation in the class and their positive attitude towards the researcher.

Before concluding, the researcher made a recap of the main ideas of the passages they analysed in the session. He thanked them for their wholehearted participation in the class. And he assured them: “Whatever you have learned today will remain with you. And you will begin to make sense of them in your own time; your unconscious will keep on working with these ideas and will generate new insights. Have a nice day.”

### **SESSION 3**

In the next session, the resourceful state exercise was done in all seriousness and interest. The researcher especially watched the two students of the previous day. They were not sitting in their usual place -- the back of the class. They advanced to the front rows and they were among those who put in a genuine effort to do the exercise. And this gave him added assurance of the success of the way in which he dealt with the situation the other day.

During the analysis of lesson, the researcher found three students were engaged in some small talk. He did not say anything to them negatively. Instead, he affirmed the good work done by the majority of the class and lauded them openly. While doing so, he looked sternly at the erring students. And he noted that they stopped their small talk and got back to their work. After some time he went up to these students. He found out that they were finding out the answers correctly, and he patted them on their back.

The researcher’s handling of the latter group was again inspired by the technique of peripheral praise (Churches and Terry, NLP for Teachers 42-44). In it the researcher refused to be drawn into the trap of the erring students. The stern look at them clearly conveyed to them that the researcher was well aware of their behaviour. And by affirming the good work being done by the majority, the researcher clearly sent them the message that the only way to receive strokes from him was to do their work properly. That was why they immediately changed their behaviour. And the researcher spared no effort to seize the first opportunity to give them what they really deserved — positive strokes.

“Having explored the text in detail over the past two days means that you are now ready to express your opinions on Chandi Prasad Bhatt, the Chipko Movement and Environmental protection and answer any question that you may get in the exam.” The italicized word ‘means’ is what makes this sentence Eriksonian. It is not to be taken as expressing cause-effect relationship in the factual world. Rather it is an example of the Eriksonian pattern called ‘complex equivalence’ (Bandler, Trance-formation 317). It is directed at the unconscious, which may work to make this sentence true for the students. In other words, the researcher used this sentence as a very positive motivating strategy.

### **SESSION 4**

At the close of the fourth and final session, he thanked the whole class for the active roles they played throughout the five sessions. He appreciated them for keeping the classroom rules and for showing great responsibility and interest in the classroom processes. He specially mentioned a few highlights of their classroom behaviour. First, their genuine involvement in the resourceful state exercise: there was complete silence during this time. And almost everyone appeared to be making a genuine attempt at the exercise. That showed that they were in real need of something that would help them take control of their lives. Second, their total involvement in the vocabulary and reading activities: there was almost pin drop silence during this time in

all the sessions. It was really heartening to see so many young people fully absorbed in doing something. And the researcher interpreted it as a sure sign of the success of the devised activities and materials. Third, their keenness in attending the classes: not only were they punctual, and brought the text materials without fail to every session, but also were very keen that no session was missed. And he specially mentioned the physics batch for the sense of responsibility they showed in getting the once postponed session conducted. Fourth, their readiness to share what they know with others: it was this quality, which helped the work of the various groups become successful. Enumerating all these, he reminded the class of one of the very first observations he had made on the class at the very outset – that he had heard that they were a special batch of students. And all those facts he enumerated thus far proved it beyond doubt. And he wished them all the very best in keeping up that reputation.

In fact, there was a bit of exaggeration in this statement. He actually used it as a motivating strategy, inspired by educators who have internalized NLP in their work with students. They believe that the teachers' expectations about the students can work miracle in their lives. For, expectations colour attitudes and behaviours on both sides and they in turn bring about a drastic change in the students' performance, either for good or for bad. It depends on the nature of the expectation. Instead of treating each student as a record of their past, the researcher, along with such educators, chose to treat them as a 'possibility' or 'potential success' (Jensen, *Super Teaching* 299). And he felt very happy to see his deliberate positive expectation about the class was not misplaced. He did not claim that his expectations about them alone made them special; rather his positive expectations about the class indeed delivered.

## **II. ANALYSIS AND FINDINGS**

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 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 where the students very often do not comply with the teachers' directives. However, as mentioned above, the students made it a point to bring the text to class and to be on time for class most of the time.

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.

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.

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.

### III. CONCLUSION

This foregoing discussion on the action research conducted by the researcher opens up new possibilities for the conscientious English Language professional. Even when the students are demotivated and disoriented in the ELT classroom, a determined effort by the teacher can bring about some positive change in the learners. The attitude and language of the teacher is crucial in bringing about this change. And NLP has tremendous potential in this regard. Its belief in the positive power of the unconscious and the corresponding strategies and techniques it has developed to tap into the power of the unconscious makes NLP unique in its effectiveness. Also, the NLP-focus on the unconscious makes change relatively easier and faster. The positive change that has come over the students in observing the classroom rules in this study bear witness to this claim. It is interesting to see that NLP has explored the link between language and reality, the cornerstone of Post-structuralism, to such an extent that it is able to develop effective strategies and techniques to manipulate this link for one's own advantage.

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Dr. Raju Sebastian" *Teacher-Language and Rapport Building in the ELT Class: An NLP-Based Experiment*"  
*International Journal of Humanities and Social Science Invention (IJHSSI)*, vol. 08, no. 3, 2019, pp.04-10