Chapter 5

From Theory to Practice

The researcher arrived, to some extent, at his desired goal of teaching syllabus based texts more effectively and interestingly in undergraduate general English classes using NLP strategies after a pilot study and a round of experiments with English main students. These two rounds of study gave the researcher confidence and clarity of methods and action plans for the third and main phase involving undergraduate general English students. These two studies were the stepping-stones to the major study. In presenting this study, the researcher feels, it is important to first talk about these stepping-stones. Therefore, this chapter presents the entire study in two phases:

- The pilot study and the experiment with English main students
- The main experiment

Phase 1

a) The Pilot Study

The pilot study was conducted in October 2009 with twenty student-volunteers from first year undergraduate classes of St. Berchmans College, Changanassery. There were students from English, Economics, and Malayalam classes. The classes were conducted before the regular class hours, from 9-10 am. Fourteen one-hour sessions were taken spreading across four weeks. Of these, two sessions were used for introducing some key NLP concepts, one was used to conduct a diagnostic test, one for getting the student profile filled in, and
one for conducting the post test. And the remaining nine sessions were used for carrying out the experiment.

Objectives

The objectives of the study were:

1. to test the efficacy of teaching vocabulary using NLP strategies (Vocabulary was selected as the researcher thought it would contribute to the development of all the four skills. More specifically, it would help the students understand essays on their syllabus from which the words were selected.),

2. to test the efficacy of NLP strategies in improving the speaking skills of the students,

3. to test the efficacy of NLP strategies in creating a suitable learning state in the students; and

4. to assess the researcher’s ability to use NLP strategies with undergraduate students.

Structure of the Study

There were three modules in the experiment. Each module had a three-hour structure. In the first hour 12 new words were introduced in two different ways. And an explanation of these words would also begin in the remaining time. These words were carefully selected from the essays they had to study in the same semester. In doing so, the researcher hoped that it would help the students understand those essays better. In the second hour the explanation of these words would continue followed by teaching those words that are difficult to spell using certain specific NLP strategies. In the third and final hour speaking
tasks were introduced based on what happened in the previous two hours. Thus 36 new words were introduced in the three modules put together. A diagnostic test before the first module and a post-test after the third and final module were also part of the study.

Diagnostic Test

The researcher devised and administered a diagnostic test of one hour duration at the very start of the experiment to assess the general English proficiency of the students. The test consisted of twenty grammar questions carrying one mark each, a passage for comprehension with five questions carrying two marks each, and a short poem to be paraphrased carrying ten marks.

Creating a Resourceful State for Learning

Each hour began with an NLP exercise aimed at creating a resourceful state for learning, which lasted for 5-7 minutes. A transcript of the exercise is as follows:

Sit comfortably. If possible, have your spine straight. Close your eyes.

Get as clear a picture as possible of the room you are sitting in. Your position in this room, the people sitting close to you, the colour of their dress as well as yours, the different articles of furniture in this room, their colour, the colour of the walls, of the floor, and of the doors, windows, and curtains.... As you do that you may also listen to the different sounds that you can hear in this room. The sounds of vehicles passing by, sounds from other classes, the chirping of birds, teacher's voice, the sound of the fan, of your own breathing etc....
I am now going to ask you to become aware of certain sensations in your body that you are feeling at this moment, but of which you are not explicitly aware.... Become aware of your shirt touching your shoulders...the touch of your shirt on your back, or your back touching the chair.... Get a feel of your hands resting in your lap or touching each other.... Be in touch with the feeling as your thighs press against the chair.... And become conscious of the feeling when your feet touch the floor.

Once again: your shoulders...your back...your hands...your thighs...your feet

Again: shoulders...back...hands...thighs...and feet.

You may continue to go the round by yourself now moving from one part to the other. Do not dwell for more than a couple of seconds on each part. What is important is to get the sensation of each part....

Now that you are totally sensitized to your body, you are totally relaxed. And dwelling in this relaxed state, you may think of a time you were fully resourceful.... a time when you used all your abilities to achieve something. It could be winning a football game, supporting your friends win a game, studying for an exam in which you got good marks, doing an exercise in the gymnasium etc. Bring the event as clearly as possible to your mind.... What are the pictures that are coming to your mind... Who are all there in the picture.... See yourself in it.... Focus on
the quality of this picture.... Is it colourful or black and white.... If it is
colourful, which are the colours.... How big is the picture.... Where is it...
How far is it away from you.... Is there movement in the picture.... How
bright is it.... Is it focused or unfocused....

Listen also to the sounds in this picture. What are the sounds in this
picture.... Can you hear your own voice.... the shouts of joy.... the
murmuring.... the voice of your friends and dear ones.... And the quality
of these sounds and voices.... loud, soft... high pitch, low pitch...
triumphant, jubilant, sad, lethargic... rhythmic, harmonious, cacophonic
etc...

As you do these, become fully aware of the sensations and feelings in
your body right now.... the flow of energy in your body.... The sensations
of happiness and triumph.... the sensations of confidence.... the feeling
of fully immersed in what you do.... the beating of your heart.... the
speed and rhythm of your breathing.... your body temperature.... the
feeling of weight.... In which part of your body do you feel these
sensations....

Stay with these feelings.... And when you feel satisfied, you may come
back and open your eyes. (De Mello 11-12; Bandler, Get the Life 23-24)

This exercise had two parts. The first part was a relaxation exercise. Its
aim was to help the students to be fully present in the body. When one is fully
present in the body, one is totally in the present; and when one is totally in the
present, one is totally relaxed. The second part was a rejuvenating exercise; it was supposed to help the students to get into a resourceful state. It is based on two NLP principles: First, everyone possesses all the resources one needs (Engel and Arthur 5). Second, it is really possible to take charge of one’s internal processes if one breaks them down to the lowest possible chunks (McHugh 251). Here, a happy memory/thought was chunked down to its components - pictures, sounds, and feelings. They, in turn, were broken down to their components - the quality of the picture (colour scheme, size, distance, movement etc.), the quality of the sounds/voices (loud/soft, harsh/soothing, high pitch/low pitch, jubilant/sad etc.), and the quality of the feelings (the sensations of the flow of energy, the sensations in one’s body when one was confident, the sensations of joy, the sensations in one’s body when one was fully immersed in something, temperature, pulse rate, weight, location etc.). NLP holds that when one becomes aware of these lowest chunks, one owns them and thereby gains control over them (McHugh 251).

Analysis

This exercise was done at the beginning of all the nine sessions. It took some time for the learners to get into this exercise. In the first two sessions all of them were seen making genuine attempts to get into it. But later the responses became varied. Some were found really getting into the resourceful state. This could be understood by observing their breathing pattern. If one is in the visual mode, one breathes from the chest; (This could be understood by observing their breathing pattern. If one is in the visual mode, one breathes from the chest; if one is in the auditory mode, one breathes from the diaphragm; and if one is in the
kinesthetic mode, one breathes from the lower abdomen.) Some others were
distracted, which was evident from their frequent change of postures; there were
also those who made genuine attempts, but were not succeeding. It was evident
from their postures and breathing patterns. However, in the final few sessions
twelve students were seen contacting their internal resources. Others were not
that successful.

Feedback

Those who succeeded reported that the exercise was really helpful and
that it refreshed them. But they wanted variety in the exercise. Those who did
not succeed said they were unable to visualize, or feel the sensations; they were
distracted by an unending train of thoughts. They felt the initial exercise was a
waste of time.

And as the majority of the students found the exercise useful, the
researcher decided to continue with it in the coming phases but with the
necessary modifications to minimize the difficulties encountered in this phase.

Module I

It consisted of three one-hour sessions in three days. In the first hour the
researcher introduced the first set of twelve words: versatile, ingenious,
inimitable, unblemished, tryst, accomplishment, equity, gross, scrutinize,
entrepreneur, lucid, and tenacious. First, these words were written on the black
board. No explanation was given. Then the researcher introduced these words
through the story of Bonheoffer, a German Protestant theologian who defied
Hitler, The researcher rewrote the story so as to include all these words. At the
end of the story the researcher asked the students if they could notice the use of
the words, written on the black board, in the story. And they said they noticed most of these words. Then the researcher gave out a write-up on Swami Vivekananda for the students to read silently. The write-up too was written in such a way as to include all these words. And the students were able to identify all the words on the black board used in the story. When they finished reading the passage, they were asked some questions aimed at assessing their general understanding of the passage. And all the questions were answered correctly.

The reasons for introducing the words in these two ways were:

1. They introduced the words in contexts, not in isolation.

2. Thus they encouraged the students in guessing the meaning of the new words in context, which is an important reading skill.

3. Stories, NLP believes, directly appealed to the unconscious thereby activating the right brain (Mahony 129). [The unconscious is considered as an attribute of the Right hemisphere of the brain (Springer and Deutsch 195.).]

4. Curiosity, interest etc., attributes of the Right Brain (M.Grinder 40-1), were thus activated. That is why stories make lasting impressions on us.

The students were made to grasp the meaning and usage of these words using visual, auditory, and kinesthetic modes of perception. To explain a word visually, the researcher showed a picture associated with the sense of the word, especially in the context of the essay prescribed for their study. For auditory explanation, if some sound associated with the word was available, it was used.
If not, the meaning was explained in the traditional way. Kinesthetically, the word was explained with the help of an activity associated with the meaning of the word. Either student volunteers or the whole class was made to do the activity. In some cases no activity could be devised; so the students were made to get in touch with feelings and sensations associated with the word.

The reason for explaining the words in the three modalities is typically an NLP strategy. NLP holds that the only way for us to experience the world is through the five senses. And the fullness of any experience happens when all the five senses participate in it. And when an abstract concept is broken down to its sensory components, we get to experience it in the primal sense; thereby it becomes more comprehensible too (McHugh 5-7). Consequently, it becomes easy for the students to remember the words.

The explanation of words began in the first hour and continued into the first half of the second hour. After that, the spellings of certain unphonetic words from this list were taught using NLP strategies. The words selected were: equity, versatile, ingenious, inimitable, tenacious, scrutinize, accomplishments, and entrepreneur. The method is as follows (Dilts, “NLP Spelling Strategy” 5):

1. The researcher places one of the words in front of the students so that they can see it easily.
2. The students close their eyes and think of something that feels familiar and relaxing. When the feeling is strong, they are asked to open their eyes and look at the correct spelling.
3. The students are asked to move their eyes up and to the left and picture the correct spelling in their mind’s eye.
4. Then they are asked to write down the word by looking up at the mental image. They check it with the correct spelling. If it is incorrect they are asked to repeat the process from step 1.

5. Finally, the students are asked to look up at the mental image and write down the word backwards. They check the spelling. If it is incorrect, they are asked to repeat the process from step 3.

This method capitalizes on the visual mode of perception of the learners.

It is based on the realization that English spelling system is unphonetic and is therefore best tamed through a visual mode.

In the third and final hour of the module the researcher asked the learners to enact the story of Bonhoeffer (the opening story of the module introducing the vocabulary) in the form of a mime. They were given ten minutes for preparation. They were also given a free hand to edit the story to suit their plan. They could bring in new characters, change, expand or suppress the roles of existing ones, add new details to the story etc. After ten minutes, while the mime was being enacted, the researcher asked them to freeze. Then he approached characters and held an interview of sorts with each of them. He asked such questions as who he (the character) was, what he was doing there, why he was doing that, who were with him etc. And the responses were to be in English. When one interview was over, that person reverted to the frozen position.

This technique was built on two important presuppositions from NLP: First, physical activities would activate the right brain thereby facilitating the surfacing of creativity, curiosity, confidence, laughter etc. (McHugh 3). It was for this purpose that mime was introduced. Second, breaking of usual physical
patterns and postures would lead to the breaking of set emotional and thinking patterns as well. It would thus help people think and respond differently (Woodsmall 88; Lee and Summers 4-5). When the characters were asked to freeze abruptly, most of their physical postures were quite untidy and weird. This facilitated the shedding of their usual patterns of responses such as inhibition, fear, shyness-etc.

Module 2

This module had the same structure as the previous one. The words which were taught in this module were: intermittent, alleviate, onslaught, havoc, social cancer, astute, at variance with, repellent, flourish, counterfeit, incredible, and stigma.

The story, which was told to introduce these words, was titled “The Two Executives.” It was a story that the researcher heard somewhere; and he rehashed the story in such a way as to include all these words. The write-up given for reading was also a rewritten piece (so as to include all the new words) on Dandi March. The words selected for teaching spelling were: onslaught, repellent, flourish, counterfeit, intermittent, and alleviate. And in the third and last hour of the module the learners were asked to enact the story “The Two Executives” in the form of a mime.

Module 3

In this module the last set of twelve words were introduced. They were: 
mourn, prejudice, tribute, immemorial, perilous, desolate, prevail, forlorn, enshrine, condolence, spare no means, and unequivocal. The story of Fr. Flanagan, an American Jesuit priest who founded the famous Boys Town (an
orphanage later turned into a juvenile home) in Chicago in the 1930s, was first used to introduce these words. Then a write-up on Mother Teresa, which also included all these words, was given for silent reading by the learners. The spellings of the following words were also taught: *mourn, immemorial, perilous, forlorn, condolence, and unequivocal*. And in the last session the students were asked to mime the story of Fr. Flanagan.

Post-Test

A post-test was conducted after the third module. It consisted of a spelling test and a test in sentence making. First, all the 36 words were dictated to the students. Then they were asked to use each of the words in their own sentences bringing out the sense of the word.

Analysis

Listening to the Stories

The learners listened to all the stories with full attention. And they reported that they were able to notice the use of most of the selected words in the stories. They also followed the main line of the stories. It was evident when they were able to answer most of the questions on the general facts of the stories. Moreover their facial expressions and postures too were suggestive of their interest.

Reading the Passages

For some learners, the task was very comfortable. They finished reading the passage within the allotted time of ten minutes. They dominated the question-answer session after each reading session. A few of the learners were very slow. They were unable to follow many sentences. And following the researcher’s
direction they skipped those sentences and went on with the reading. They too were able to answer many questions on the passage. When asked to guess the meaning of the selected words in the context of the passages, the learners were able to do so correctly more than half of the words. And the rate of success was greater in the case of the third passage. More importantly this exercise made the students read something in English on their own rather than wait for the teacher to explain.

**Explanation of the Words**

The whole exercise was a new experience to the learners. They felt it stimulating. This was evident from their rapt attention during this time. As for the explanations of words in the kinesthetic mode, whenever an activity was introduced it made the whole class come alive - there were movement, fun, and suspense. And in those cases where they were asked to get in touch with the feelings associated with the sense of the words, the response was varied. More than half of them went straight into the feelings, or made genuine attempts at it; and the rest of them pretended that they were doing it. All these were evident from the non-verbal cues such as their breathing patterns, facial expressions, gesture, and postures.

And when, in the ensuing sessions, they were informally tested on the meanings of those words, the majority of them got all of them correct.

**Spelling Strategy**

The learners approached this with curiosity. When tested, most of them were able to spell the words correctly. And when they were asked to comment on the exercise, they said it was very stressful for them, which suggested to the
researcher that they were more at home with the traditional way. Probably because of this, there was less enthusiasm among them for doing the exercise in the third spelling session.

Speaking Sessions

True to the assumptions behind the exercise, the learners were able to shed their inhibition, fear, shyness etc., and actively involved themselves in the activity. Even the tardiest of them was able to utter sentences in English, though broken. Most of them found themselves performing beyond their own beliefs about themselves. With each speaking session, each student improved his ability to talk in English. There was very little inhibition in the final speaking session. They also reported that they liked the speaking sessions the most and they wanted to do it more. They acknowledged a surge of energy and confidence in their lives. And they requested the researcher to work extensively with them to improve their language proficiency.

Diagnostic Test

As for the result of the diagnostic test, four students had scored above 60% marks, six scored between 40% and 60%, and the remaining ten scored below 40%.

Post-Test

As mentioned above, the post-test had two parts: dictation and sentence making. In dictation, fourteen students got above 60% of marks with four of them missing only one word. Two of them scored between 40% and 60% and the remaining four failed to score pass mark. As for sentence-making, eight students
scored above 60%, eight of them scored between 40% and 60% and the remaining four foiled to score pass mark.

The Researcher’s Experience

The researcher had approached the pilot study with a mixture of expectation and diffidence. On the one hand, he hoped that his experiment would effect some positive change in the students’ attitude and English proficiency. On the other hand, he had doubts about how the students would respond to his classes. He also had doubts about his ability to effectively use NLP strategies in the class. However, as the classes progressed, his misgivings began to disappear. Of course, there were moments of anxiety when in some sessions some students came late or were absent or when they showed signs of boredom or indiscipline. However, in tune with the NLP spirit, the researcher took those responses as the meaning of his communication and modified his strategies and approaches.

As a result of this, the sessions predominantly made him experience a great surge of energy, enthusiasm, satisfaction, and gave him a sense of achievement. As for the resourceful state exercise, the researcher felt very satisfied when some students reported that they felt a surge of energy in their muscles - how their muscles responded to their visualizations. He enjoyed the full attention of the students during the story telling and reading sessions as well as during the explanation of the words. He could virtually see them improving their ability to guess the meanings of words in context. And to observe that they remembered most of these words across the weeks was really a morale-boosting experience to the researcher. The spelling strategy, though hailed by many important NLP masters such as Richard Bandler and Robert Dilts as a foolproof
strategy to learn English spelling, did not find much favour with the students.
Though they were able to use the strategy successfully, they felt it as more stressful a technique than their present ones. And the most rewarding session of each module was the last one - the speaking session. He saw the students eagerly waiting for this session (in the second and the third modules). There were spontaneous activity, shedding of inhibition, fun, laughter, the eagerness to express themselves and the consequent improvement of their speaking skills with each session. As a result of all these, the researcher felt that the lessons that he developed were strong in terms of developing vocabulary and the speaking skill.

All these together gave him the confidence and the direction to devise a module for teaching literary theory to final year English-main students, b) Experiment with English Main Students

This experiment was taken up for two reasons: First, riding on the success of his pilot study, the researcher felt confident to take NLP strategies to an actual undergraduate class to handle syllabus based texts. Second, some final year English main students, hearing about the success of the pilot study, asked the researcher to teach them literary theory using the new techniques. The researcher’s original intention was to work with general English students only. But when the offer was made, the researcher thought it would be worthwhile to give it a try.

The classes were conducted in ten one-hour sessions between 22 January 2010 and 8 February 2010. The timeframe was decided after consulting the subject teacher. And he said that he used to take 10 hours to teach the topic. As
the researcher wanted to test the efficacy of NLP in a realistic context, he too decided not to take any extra time.

And the topic selected for teaching was ‘Feminist Approaches’ which formed the fifth chapter of the text titled *A Handbook of Critical Approaches to Literature* by Wilfred L. Guerin et al. There were ten students in the class.

Objectives of the Study

The study was undertaken with the following objectives:

1. to ascertain the effect of NLP techniques in keeping the students interested in the class while handling generally ‘difficult’ and ‘dry’ subjects like literary theory,

2. to assess the efficacy of NLP techniques in improving the comprehension levels of students in the literary theory class; and

3. to confirm the researcher’s ability to handle syllabus-based texts in the NLP way.

Structure and Methodology of the Experiment

As mentioned above, the total duration of the experiment was conceived as ten hours. Of these, the first three hours were devoted to explaining twenty carefully selected terms from the text. The explanation was done using the visual, auditory, and kinesthetic modes of perception, just as in the pilot study. The remaining seven hours were designed to explaining the text in two ways: First, by making the learners read through a simplified version of the text. (The researcher had rewritten the entire chapter so as to simplify it by chunking down the theory-jargon to sensory-based language.) And the second, by asking
comprehension questions on small chunks of the text, especially on more difficult ones. It had the effect of a further level of chunking down. Every session started with the resourceful state exercise, as in the pilot study. There was a diagnostic test at the beginning of the experiment and a post-test at the close of the experiment.

The reason for simplifying the text was based on the NLP principle called ‘pacing’ as well as on the reason mentioned above. According to Hall, pacing is “gaining and maintaining rapport with another by joining their model of the world by saying what fits with and matches their language, beliefs, values, current experiences, etc....” (369). And in simplifying the text, the researcher was presenting feminist theories and concepts using the learners’ language and experiences and thought processes. He began discussing an idea from very familiar grounds. Then he took the idea step by step to the difficult terrain. Such an approach, it was hoped, would make even the most difficult concepts comprehensible to even the slowest minds. In this way, he hoped to reach his learners more effectively and with lasting impact. Moreover, when a difficult abstract concept was chunked down to its sensory data and expressed in sensory-based language, NLP argues, we would be able to re-experience the idea ‘at the sensory level. And at this level, the concept becomes very clear thereby aiding better comprehension and retention (McHugh 5-7).

The researcher used plenty of analogies, metaphors, incidents- and examples for many of the reasons already mentioned so far. The most important reason is the same as that of story-telling: that they directly appeal to the unconscious. The second reason is pacing. It helps us to explain a difficult idea
from familiar grounds. And the third reason is sensory-based language.

Analogies, metaphors etc., use sensory-based language, which concretizes an abstract idea. This makes abstract ideas more comprehensible.

**Diagnostic Test**

The diagnostic test was to write short notes on fifteen technical terms in literary theory which they were supposed to have studied as part of the other topics in the prescribed text mentioned above and which are important in the study of feminism as well.

**Resourceful State Exercise**

The first 5-7 minutes of every hour was devoted to creating a resourceful state for learning. It was done exactly as in the pilot study.

**Explanation of Select Terms**

The first three hours of the experiment were used to explain select key terms from the text. They were: *Politics/Political, Patriarchy/Patriarchal, Discourse, Subjectivity, Literary Canon, Third World, TextZTextuality, Genre, Feminist/Feminine/Female, Formalism, revisionism/revisionists, cultural analysis, continuum, asymmetry, collective consciousness, epistemology, archetype/archetypal, psychoanalysis, ecriture feminine, and reductive images.*

Each word was explained using the visual, auditory, and kinesthetic modalities. A slight change from the pilot study was made here. The researcher chose to begin with the auditory modality, instead of the visual one. For the researcher thought that an auditory explanation would enhance the efficacy of the explanations in the visual and kinesthetic modes. In the auditory mode, the researcher explained the word using analogies and examples from everyday life.
In the light of this explanation, a cue picture was shown to them, which, the researcher hoped, would facilitate the retention of the word. For the kinesthetic explanation, an activity, a mime, or an extempore skit involving volunteers, which was supposed to concretize the meaning of the term, was used. Where it was not possible, the students were asked to close their eyes and imagine a situation associated with the sense of the term. And they were asked to get in touch with the feelings in the situation. They were given some suggestions as to what these feelings could be.

Reading the Simplified Text

In the fourth session reading of the simplified text was taken up. But the students found the going tough even with the simplified text. Therefore the researcher felt the NLP strategies he employed in devising the lesson were insufficient in driving the literary theory texts home. Therefore, he departed from his original plan and resorted to traditional strategies such as giving readymade answers to ‘important’ questions and the researcher reading and explaining the ‘relevant’ parts of the text.

Post-Test

In the post-test, the learners were asked to write short notes on any fifteen of the twenty concepts which had been explained to them in the first three sessions. Each question carried three marks each. The duration of the test was forty five minutes.
Analysis

Resourceful State Exercise

During the first days of the experiment, the researcher asked for a direct feedback from the students at the end of the exercise. He asked them if they could see the images, hear the sounds and feel the sensations and feelings. And the response was mixed. About five or six students said a happy ‘yes’ while others were either indifferent or noncommittal.

And the non-verbal cues that the researcher could pick up told him that almost half of the students were not able to create the right state for learning. When the researcher asked them to go inside and see, hear, and feel, it was evident from their facial expressions and breathing patterns that they were not doing it. But some of them made some genuine effort. Others did not even do that. All these are evident from their breathing pattern.

Explanation of Select Terms

In all the three sessions the researcher found the students responding actively to the class. There was absolute attention all through the class. Nobody showed any sign of distraction or boredom. And they clarified doubts, got into arguments with the researcher, and, at the end of each word, showed signs of satisfaction and understanding such as the nodding of the head, a smile on the face, or busy taking notes. There were mimes, skits, group discussions, and role-plays. They seemed to enjoy the class and understand difficult concepts with considerable ease.
**Reading the Simplified Text**

The reading of the simplified text did not take off as expected by the researcher. The students were not inclined to read it on their own. There could be many reasons for this: First, the students were not ready to believe that they could read and understand the text by themselves. Second, they were not ready to accept new strategies at the fag-end of their undergraduate studies. They wanted ready-made answers which would help them in their examination. Whatever be the reasons, the fact remains that the NLP strategies that the researcher employed were not sufficient to influence the students. This has suggested to the researcher that he needed to expand and deepen the use of NLP in the case of syllabus-based texts, especially when dealing with difficult ones such as literary theory.

**Diagnostic Test**

Only two students could secure above 40% marks. One of these two scored 58% marks. All others (8 students) scored below 40%. And two of these eight scored below 30%.

**Post-Test**

Eight students scored above 50%. The one who scored 58% in the diagnostic test scored 75% marks. And the two students who scored below 30% in the diagnostic test showed some improvement and scored 35% marks.

**The Researcher’s Experience**

In this round of experiment too, the researcher had his moments of achievement, fulfilment, and satisfaction. Fie also felt disillusioned, let-down and a feeling of groping in the dark at certain other times. The researcher was
satisfied that he could keep the students active, focused and interested all through
the first three sessions in which he was explaining difficult concepts from literary
theory. He also felt that the result of the post-test was quite encouraging. It
revealed that the first three sessions had total impact on the students. He was a
bit disillusioned when he noticed that about half of the students were not willing
to make a sincere attempt or effort at the resourceful state exercise. However, he
chose to focus his attention on the other half who did the exercise sincerely. This
suggested to him that despite the imperfections NLP strategies could be perfected
and implemented fruitfully in the classroom with regular practice.

In short, this round of experiments convinced the researcher of his ability
to apply NLP strategies on syllabus-based texts. It also proved to him that he
could make even difficult lessons less difficult and interesting. Like the pilot
study, this too gave him the confidence to lead the students to a resourceful state
and generate positive results in life. It also reminded him of the importance of
one of the most essential qualities of an NLP practitioner - the flexibility to make
changes in one’s communication strategies by keenly observing non-verbal
feedback.

Thus the first phase of the study has equipped the researcher with
confidence, strategies, and courage to venture into a more difficult terrain and
undertake his major study - teaching syllabus-based texts using NLP strategies in
the undergraduate general English classes.
Phase 2 The Main Experiment

Teaching Prose Using NLP

The main experiment was conducted in June-July 2010 at the researcher’s parent institution. For this, the second year students of various undergraduate classes were chosen. There were four batches of students with sixty students, on an average, per batch. There were 245 students altogether. In all, he took twenty eight sessions, taking seven one-hour sessions for each batch. Of these seven sessions, one session was set apart for a general introduction; four sessions were devoted to teaching one essay; another one was used for conducting a post-test; and the last one was used for getting the student profile questionnaire as well as the feedback questionnaire filled in.

The researcher chose two essays for the main experiment. The choice was based on a number of reasons. First, essays have a compactness about them. Second, they are less interesting to the students than short stories or one act plays which are also compact. Therefore, the researcher thought they could be made more interesting with NLP intervention. Third, they are difficult for the students to understand by themselves; therefore, they were in need of real help. Finally, they are less intricate than poetry; therefore, they had the ideal difficulty level to be used in a maiden experiment like this.

Objectives of the Experiment

1. To motivate the students to actively participate in classroom activities like listening, discussion, asking questions, and clarifying doubts,
2. to enable the students to comfortably answer the comprehension questions given at the end of the lesson on their own,
3. to enable the students to spell and meaningfully use the new words or expressions they came across in the text,

4. to assess the effect of the researcher’s NLP-based communication strategies on the students in terms of rapport, attention, curiosity, interest and confidence; and

5. to assess the effect of specific NLP tools (which the researcher has used oil himself in preparation for the class) on the researcher’s performance in the class.

Structure of the Teaching Module

The teaching module consisted of five one-hour sessions (including the first introductory session). Thus there were twenty teaching sessions. Each session, except the first session, started with the resourceful state exercise lasting about 5-7 minutes. In the first session initial instructions were given, classroom rules were set up, the Resourceful State Exercise was introduced, and a short introduction to the topic at hand was given. In the second hour, important unfamiliar words were introduced, the NLP spelling strategy was used to teach the spellings of some unfamiliar words, and an individual reading of the lesson was done. In the third and the fourth sessions, an in-depth analysis of the prose lesson was undertaken. In the fifth hour whatever remained of the analysis was finished and a discussion on the lesson was done using certain specific NLP tools.

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)
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.

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?

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.

Now imagine Picture 1 behind Picture 2.

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).

A Batch

Session 1

The lesson that was to be taught to this class was “A Gandhian in Garhwal,” an article written by Ramachandra Guha. It was about the Chipko Movement and its founder Chandi Prasad Bhatt. Being the first session, it 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.

**Structure of the Session**

1. Initial instruction - 5mts
2. Establishing rapport and setting up classroom rules - 20mts
3. Introducing the exercises to get into a desired state - 15mts
4. Introducing the lesson - 12mts
5. Recapitulating the idea behind the exercises and the main ideas in the introduction to the lesson - 5mts
6. Repeating the main instructions - 3mts

**Establishing Rapport with the Class**

Ten minutes before the class, the researcher checked his internal state to make sure that he was in the right state of mind — confident, enthusiastic, pleasant, creative, improvising, and speaking in medium speed using sensory-based language, and varying his tone. He found that there was a feeling of apprehension and therefore he anchored in a resourceful state in himself.

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 al l 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.

Then he proceeded to take the attendance. There was absolute silence during this time. The researcher took special note of this and congratulated the class on their discipline.

Finding out and praising the students for their seemingly insignificant but proper behaviour is another effective rapport-building strategy in NLP. 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, 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 if
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.

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.

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. AH 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.

Session 2

Objectives

1. To introduce some of the new words and expressions in the text using NLP techniques,
2. to introduce the NLP spelling strategy; and
3. to enable the students to understand the prescribed text on their own based on the rewritten text.

Structure of the Session

Initial instructions - 5 mts

Creating the desired state for learning - 5 mts

Introducing new words and expressions using the original text and the rewritten text - group work - 15 mts

Teaching the NLP spelling strategy using the selected words - 15 mts

Reading the rewritten text individually - 15 mts

Recapitulation of main points - 5 mts

Selected Words and Expressions

Secular, pilgrimage, deity, pay tribute, doldrums, ecology, taboo, stop short of, transformation, restraint, the Rawats, sustainably, sacrificial heroism, implements, adjacent, logger, trek, exemplary, sober, critique, trumpet, fanfare, indigenous, ameliorative, deserts, stake, clad, speculate
Selected Words for NLP Spelling Strategy
Critique, doldrums, taboo, logger, indigenous

Teaching Materials
Text book, copy of the rewritten text of the lesson (for each student), and five A4 size cards for teaching spelling

On entering the class, the researcher wrote the words for spelling strategy followed by the other selected words on the top right hand corner of the board.

'Top right hand comer of the board’ is significant in the NLP paradigm. To read something written in this portion of the board, the students have to look to their left. To be more precise, they have to move their eyeballs to the top left corner of the eye. NLP has experimentally proven with people from all comers of the world that generally we move our eyeballs to the top left corner of the eyes when we remember something. And conversely, NLP holds, if something is committed to memory with the eyeballs in the top left corner of the eye, it is better retained and retrieved (Bandler and Grinder, Frogs 14-26).

The researcher noted that the students observed the first two classroom rules strictly (i.e., being punctual and bringing the text to the class). And he praised the class for this as well as for keeping silence during attendance.

The researcher connected the session with the previous one by adapting another Eriksonian sentence: ‘Throughout yesterday evening, night, and this morning your unconscious was working at these new things that you discovered. And probably you have got more insights on these things. Now that you are here and ready to listen we are going to learn even more.’ We may note that the italicized portions of these sentences may not be factual. They are in fact
embedded commands or suggestions which directly appeal to their unconscious because of their obliqueness and the tone in which they are uttered. They are, therefore, more likely to be followed or obeyed by the students than direct commands or suggestions.

Then the resourceful state exercise was directed. And the researcher thanked the entire class for their genuine attempt to do the exercise, one of the evidences being the pin drop silence in the class.

The students were then asked to open their text. At the same time the researcher got the simplified rewritten text distributed. Before doing anything with both the texts, the researcher asked them to read the words on the board. He told them that they were some of the new words and expressions in the lesson they had to study. Once they learned those words, then reading the text would become easy and pleasurable, he assured them. After giving them one minute to read the words, he asked them to get themselves divided into groups of three. It was an easy task as each bench had only three students and they formed a group. Then the researcher invited their attention to the first word on the board. He read it aloud. Then he asked them to find out the word in the original text and underline it. Then they were asked to turn to their rewritten text, find out the expression that he had used in it instead of that word, and underline it. When one of the members of the group found out the expression, he helped the other two find it. The expression used in the simplified text was in effect the explanation of the word in the original text. The researcher checked if they understood the meaning of the word without any explanation on his part. The process was repeated with all the other selected words. At the end of the activity, the
researcher thanked the class for their enthusiasm in doing the task and congratulated them on completing the task within the allotted ten minutes. And he wiped off the words from the board.

This activity was inspired by some important principles from ELT and NLP. The text was simplified based on the NLP technique of pacing. By simplifying the text, the researcher was trying to join the world of the learners by using the words and expressions they were familiar with. As for the ELT principle, it says that new words and expressions are to be taught in real context; they should not be taught in isolation (Tickoo 201). By combining these two principles in one activity, the researcher hoped to inspire the learners to read the original text on their own. And the words were wiped off from the board as the next exercise was learning the spellings of some of the selected words in the NLP way. In that activity they were required to spell the words from memory. Therefore the words had to be removed from the board.

Next, the researcher took up teaching the spellings of some of the words selected. They were: critique, doldrums, taboo, logger, and indigenous. These words were selected for the NLP spelling strategy for two reasons: First, they were unphonetic. And the NLP spelling strategy was most useful with unphonetic words. Second, they were simple enough to introduce a new strategy with.

A transcript of the NLP spelling strategy is as follows: (Adapted from Churches and Terry. NLP for Teachers 160)
1. Imagine a time when you felt very happy and jubilant. It could be winning a match or helping someone, scoring good marks etc.

2. While they maintained this feeling, the researcher held the A4 size card with the word written on it, high up to his right so that it was in the top left corner of their field of vision, and their eyes followed the card up into this position.

3. Take a snapshot of the word in your mind, as if you are a camera. Create a mental image of the word in your mind.

4. Edit the picture. Add colour, change the background, and change the font style. Keep seeing the word in your mind’s eye until it is very clear.

5. (Turn the card round to the blank side). Keep your eyes in the same position. Now spell the word imagining that the word is still there.

6. if the image of the word is not clear, take as many snapshots as necessary (and for this, the researcher showed the word as many times as they needed it).

7. (With the blank side of the card facing them) Look up to your left where the image is stored and write down the word.

8. (With the word facing them) Look up at the card and check that it is correct.
The NLP spelling strategy recognizes the fact that the unphonetic English spelling is best mastered with a visual strategy. And they have used their original insight into the eye movement patterns\(^1\) to develop this strategy.

Then the researcher used the following Eriksonian suggestion to move to the next activity: “Having learned these new words and expressions means that you are now ready-to read and understand the text by yourself. You already have all the language you need to read this text now. Please take the rewritten text and read it individually in silence.” As suggested earlier, these are not factual statements but embedded commands which were expected to produce better results in terms of confidence and interest.

They were given fifteen minutes to read the text. During this time the researcher went round the class and clarified their doubts. There were a few students who found it difficult to read even the simplified text. The researcher asked such students to skip the difficult words and sentences and continue reading. He assured them that they would still get an overall idea about the article. At the end of fifteen minutes, there were a few students still reading. As the session was coming to a close, the researcher, while allowing those students

\(^1\) This is one of the original NLP discoveries. Eye-movements, according to Bandler and Grinder, constitute a really powerful source of information about our unconscious processes. When we move our eyes up and to the right, it is indicative of constructing a visual image. When it is straight right, it indicates the construction of an auditory image. When the eyes move up and to the left, we remember a visual image. When the movement is straight left, we remember an auditory image. When the eye-movement is down and to the right, it points to accessing some kinesthetic feelings (touch, smell and taste). And finally, when the eyes move down and to the left, it indicates self-talk or internal dialogue. Defocused and unmoving eyes are suggestive visual access. These eye-movements are coded in the following way in NLP: V\(^c\) = Visual Constructed, V\(^r\) = Visual Remembered, A\(^c\) = Auditory Constructed, A\(^r\) = Auditory Remembered, K = Kinesthetic, and A\(^r\) = Auditory Internal (Bandler and Grinder, Frogs 21-27).
to continue reading, asked the class, some general questions on the text. And they answered them easily in chorus.

Towards the end of the session, the researcher thanked the students for their active participation in the class and for observing pin drop silence during the reading session. And he congratulated them on observing the four classroom rules set up on the first day. It was really heartening for the researcher to see many students expressing themselves in the class by way of asking for clarification from the researcher or their own friends- or group members.

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.
Session No.3

Objectives

1. To explore the text using questions framed on the basis of two NLP techniques,
2. to assess the efficacy of these techniques in asking questions on a given text; and
3. to enable the students answer questions on the text on their own.

Structure of the Session:

Initial remarks and checking the previous day’s learning: 8mts

Creating the desired state for learning: 5mts

Exploring the rewritten text in groups using questions: 10mts

Presenting the answers before the class: 30mts

Recapitulation of main ideas; 7mts

The first thing that the researcher did after the preliminary formalities was to check the previous day’s learning. He asked the meanings and spellings of certain words they saw the previous day. And most of the meanings and spellings were given correctly by them in chorus. And he asked some general questions about the article they read in the class. The questions varied from such basic and simple ones like the title of the article, its author, and the main theme to slightly difficult ones as the character of Chandi Prasad Bhatt and the origin of the Chipko movement. And the response to the last ones was not as enthusiastic as with the simpler questions. However they managed to give some answers though the number of students who responded was drastically less. For every
correct answer the researcher congratulated the students. Then lie 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 in coming to the class on time and bringing the textual materials with them, which otherwise they were not very keen in 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.

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).

Then the analysis of the rewritten text was taken up. For this, a new set of papers was distributed. In it, the entire simplified text was chunked down to smaller passages. After each passage about five questions were given. The questions were arranged in such a way that they progressed from simple to difficult. And the students were asked to work in groups of three and find out answers. One of them was to write the answers down. They were to present their answers later. Each group was assigned a passage and they needed to answer only that. And, if a group needed to answer more than one set, they were free to do so. There were about 20 groups and 11 sets of questions (to be answered in this session). Obviously some sets were to be answered by more than one group. Whenever they needed some help or clarification, the researcher said he would be available to them. The following is an example of the smaller passage and the questions following it:
TWENTY years ago in June, I began a non-religious spiritual journey deep into the Alakananda valley. My destination was Gopeshwar, a town on the hillside. It was only a short distance away from Badarinath. And the living god I wished to offer my praise and, respect was Chandi Prasad Bhatt, founder of the Chipko movement:

1. Where did the writer go on a pilgrimage twenty years ago?
2. Where is Gopeshwar?
3. Which god was the author going to pay tribute to?
4. In what sense is this a pilgrimage?
5. In what sense is Chandi Prasad Bhatt a god or deity?

This activity resulted from combining two NLP techniques - chunking down and pacing. In strict NLP terms, chunking down meant going down a level, leading to more specificities (Bretto 23). In general terms it meant cutting down into small pieces. Either way, the purpose of chunking down was to make an idea more comprehensible. Taking the lead from this idea, the researcher divided the entire simplified text into 22 smaller passages and devised five questions (in a few cases the number varied) on each of the passages. And the arrangement of the questions was strictly in accordance with the NLP technique of Pacing and Leading. Pacing, as we so, was building rapport by entering another’s world. And Leading was changing one’s own behaviour after gaining rapport so that the latter followed the former. This was supposed be the acid test of high-level rapport. The pace-lead combination worked best when we followed the pace-pace-pace-lead-lead structure (Churches and Terry, NLP for Teachers 34-35). In terms of explaining something, this meant that one had to make three statements
which the listeners were familiar with or had no problem in accepting. If that was done properly, then the fourth one, which emanated from the previous ones but not that easy to understand or accept, was likely to be accepted by the listeners. And so would it be with the fifth one.

The researcher followed the pace-pace-pace-lead-lead structure in framing and arranging the questions. The first three questions were very easy and direct. Even a person who was only partially able to understand the passage could answer them. Answering these questions, it was hoped, would do away with the initial fear of facing questions and they would gain in confidence. This would urge them to put in more effort to answer the fourth one, which was more difficult than the first three, which, however, was textual. And answering this would encourage them to take up the last question which was a higher order question and which required them to read between the lines. Even an attempt to answer that question was good enough.

At the end of ten minutes the researcher asked the students to present their answers in front of the class. Each group came to the stage, read aloud the passage they analysed, and read aloud the questions one by one with the answers following each question. In reading the questions and answers, the students took turns. The process was repeated till all the eleven sets of questions were done. In the case of more than one group doing the same passage, those who volunteered were given the chance. Most of the questions were answered by the students correctly. For every correct answer, the researcher congratulated the group, and that student in particular, using such expressions as “excellent,” “good,” “well done” etc. In the case of answering difficult questions, the researcher personally
went up to the student and shook his hand. However, many groups were unable to answer the last question in every set. In some cases, other students chipped in with their opinions. And the researcher made it a point to make the class give such students a hand.

This part of the activity was designed to help every student get in touch with every passage and every question and answer. In the previous session they were given a chance to read the text silently for fifteen minutes. Then they read one passage from the text and answered questions based on it and then listened to others reading the rest of the passages and the question-answers following it. All these activities together were expected to give the students a rich familiarity with the text. This, the researcher hoped, would help them read the original text on their own and appreciate it. And the familiarity with the simplified text, according to the researcher, would go a long way in helping the students answer the questions in the university examination.

Another important point about this entire activity of reading, answering questions and presenting them before the class was that it literally took the students to the centre of the class. They were doing the reading, they were answering the questions, they were asking for clarification from each other (as well as from the researcher), and they were presenting it before their friends. The researcher’s role was that of an animator or a facilitator. He was relieved of the burden of reading the text, asking questions, disciplining the distracted students etc. And the students were relieved of the burden of listening to the one-man show of the person on the stage. And the question of discipline or boredom did
not arise at all as they were fully engaged every minute of the classroom time. It was indeed a student-centred class.

And the researcher lost no opportunity to congratulate 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 No.4

Objectives
1. To continue exploring the text on the basis of two NLP techniques,
2. to assess the efficacy of the NLP technique in asking questions on a given text; and
3. to enable the students answer questions on the text on their own.

Structure of the Session;
Initial remarks and checking the previous day’s learning: 8mts
Creating the desired state for learning: 5mts
Exploring the chunked down text in groups using questions: 10mts
Presenting the answers before the class: 35mts
Recapitulation of main ideas: 2mts
There was something interesting about this session. It was the last hour of the day in the college. Usually during the last hour, a notable number of students are absent in the general English and Language classes. In addition to that, the researcher had postponed this class on the request from the Department of Physics in view of a departmental programme organized that afternoon. However, the researcher remained on the campus on some other assignments. But the programme in the Physics Department was cancelled of unexpected hitches in the last minute. Normally in such a situation the students would go home under the pretext that the class had been cancelled. However, what happened was just the opposite. The entire physics batch stayed back and asked the researcher to take the class. And they informed the other two groups (Botany and Zoology) and they too joined. There were some absentees, though. This behaviour of the students was something amazing given the usual behaviour pattern of the students on such occasions. And the researcher made it a point to congratulate them, at the very outset of the session, on such a display of responsibility and active interest in their work. And it was a clear indication that the researcher was fairly successful with his work with them.

After other preliminary formalities, the researcher checked with the students if they remembered what they learned the previous day. And he asked them some questions from those they had discussed the other day. It was all answered well. He noted that most of the students were able to answer those questions, which they had answered the other day. Not many of them could comfortably answer the questions from other passages. It was clear that they had
not made a personal reading of the text back at home. And they were almost completely relying on the work done in the class.

Then the resourceful state exercise was done in all seriousness and active 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 way in which he dealt with the situation the other day.

The analysis of the text was resumed then. There were eleven more passages to be done. Each group was assigned a passage and they were allotted ten minutes. And the researcher took note of the fact that every group was doing their work seriously. There were a few students who were not aware of what was happening in the class. And there were two or three students who made this time for analysis and discussion a time for small talk.

As for the former, the researcher approached them and enquired what they really wanted. Their problem was as much with their belief as with the language. They believed that English was not their cup of tea and there was no use in trying to learn it. Obviously they had given up on English. They were in the class just for the sake of attendance. The researcher knew that such people needed to be dealt with more comprehensively and deeply. He was also aware of the fact that it was not within the limits of his present work. Therefore he helped them with the main ideas in the passage and urged them to find out the answers to the first three questions. After that was done, he helped them with the fourth and the fifth questions. And lie encouraged them that they could learn to use English if they
just dropped their ‘beliefs’ about English as well as about themselves. And the researcher knew that it was not an easy task and they needed assistance and good technique to do that. Though NLP had the techniques, the researcher left the matter at that as it was not part of his present work.

As for the latter (those who did the small talk), the researcher 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 as part of his checking with every other group. And when he found out that they were finding out the answers correctly, 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, NIP 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.

There were some passages which required the knowledge of the previous passages and when those groups raised the problem, the researcher read out to them the relevant portions and explained until the connection was established. There were also a number of expressions they still did not follow and some
groups asked for the researcher’s intervention. All these were done to their satisfaction.

At the end of ten minutes, the students were asked to present their answers before the class. With these passages too, a number of groups found it difficult to answer the fifth question. Wherever they had difficulties in answering, the researcher made it open to the whole class; and some of the questions were answered by other students. In those cases where nobody was able to answer, the researcher gave his opinion. And the analysis of the lesson came to a close with this session.

Towards the end of the session, the researcher thanked the whole class for their active interest in the class. Though it was the last hour of the day they showed no signs of boredom or exhaustion. Rather they were as active as they were in the previous session. And he concluded the session with the following statements embedded with certain Eriksonian suggestions: “You have made a close study of the rewritten text during these two days. *Now that you have finished it, you could begin to think of* reading the article in its original form. In feet, one of the purposes of all these exercises was to enable you to read the original article by yourself and enjoy it. *You already have all the skills and information* that you need to do this. *Now that you are in a position do it,* read the original text this evening at home and enjoy. Thank you."

The researcher was well aware of the feet that the use of the Eriksonian suggestions had not produced a significant transformation in the students so that they carried the good work they were doing beyond the classroom. However, it might have had some effect on them as it ended the class on a positive note and
made the students keen to come back to the class. What the researcher noted so far was that classroom work had really improved with the use of these techniques and the same interest was yet to be extended beyond the classroom.

Session No.5

Objectives

1. to facilitate the students express themselves orally based on the lesson,
2. to assess the efficacy of the NLP technique used in framing the questions for discussion,
3. to assess the students in terms of their confidence in using English in the spoken format; and
4. to assess the students’ knowledge of the text.

Structure of the Session

Initial remarks; 5mts

Getting into the desired learning state; 5mts

Discussing the questions in groups; 15mts

Presenting the answers before the class: 25mts

Recap of the session and concluding remarks: 10mts

The first thing that the researcher wanted to know in this session was how many of them read the original text back at home. The response was very lukewarm; only ten students did it. And they reported that they were able to understand the text without much difficulty. The researcher appreciated those students and shook their hands and made the class give them a hand.
Then he proceeded to the resourceful state exercise. There was complete participation and genuine attempt on the part all of the students. Many of them reported that the exercise gave them a fresh lease of energy. That the majority of the class got some benefit out of this exercise was writ large on their faces.

Then the researcher opened the discussion in the typical Eriksonian style: “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.

And a set of questions was distributed to all the students. They were asked to work in groups of six. That meant that students sitting in two adjoining benches were to form a group. There were ten groups and six questions. Each group was assigned a question. Some questions were discussed by more than one group. The researcher saw to it, when he assigned the questions, that the group with better students got the more difficult questions. They were told that the questions were not purely based on the text; they were to be answered using all their present knowledge and they had to go outside the text to do that. They were given fifteen minutes to discuss the answers in the group. The researcher went round the class to clarify the doubts they had with regard to the questions.
Obviously the questions were not framed in the way they were familiar with. They were modelled on Robert Dilt’s concept of the Levels of Experience [also known as Neurological Levels (Dilts and McDonald 18)]. The researcher noted a drop in the enthusiasm of the students in this activity. However, they went on with the task with two or three students in each group actively doing the activity. And the researcher continued to encourage them, providing them with information, and ideas. The following are the questions given for discussion:

1. **What is the context in which Chandi Prasad Bhatt lived?**
   
   Hints: The problems of his times - its strengths - opportunities - possibilities - obstacles

2. **What were the behaviours that he exhibited in his context?**
   
   Hints: Those behaviours which strengthened him - those which did not support him

3. **What were his capabilities?**
   
   Hints: The strategies that he employed in dealing with his reality - those strategies he could have changed - his disposition in the face of difficulties

4. **What were his values?**
   
   Hints: The beliefs that empowered him - those which limited his capabilities

5. **What was he in his context?**
   
   Hints: His role - his mission - what specifically did he want to achieve?
6. **What was his ultimate purpose of existing/living?**

Hint: His purpose in fighting environmental destruction or exploitation of the poor

As mentioned above, this activity and the framing of the questions were inspired by Robert Dilt’s concept of the Neuro-Logical Levels. According to Robert Dilts, there are six levels of personal experience. They are environment, behaviours, capabilities, beliefs and values, identity, and purpose. They are also referred to as the logical levels of thinking. They are inspired by and modelled on Anthropologist Gregory Bateson’s four basic-levels of learning and change. According to Dilts, our understanding of others or ourselves becomes full or complete only from the perspective of these six levels (Dilts and McDonald 18–23). It was with these ideas in mind that the researcher framed the questions on Chandi Prasad Bhatt, the main subject of the article. And he hoped that if the students could begin to think along these lines, they would not only understand the article better, but learn a very effective tool for thinking and analysis.

It was obvious that these questions required the students to read between the lines of the text to answer these questions. And clearly it required higher order thinking. The researcher was aware of this when he planned this activity and designed the questions. However, he decided to stick on with the plan for two reasons: First, the very purpose of studying such essays would be met only if the students were initiated into such thinking. Second he wanted to ascertain how Dilt’s concept of the Neuro-Logical levels went with youngsters.

At the end of fifteen minutes, the researcher asked the students to present their respective views on the topics they discussed. A representative of each
group came on to the stage and presented their views. It was clear that most of them did not go to the depth of the questions and therefore the answers were not that encouraging. However, the researcher did not forget to appreciate them for the effort they put in. And then, the researcher intervened and said what he thought about the subject. There were two groups, which discussed the second and the fifth questions, which gave some sound responses. And they were specially congratulated on that. The researcher asked the class to give them a hand.

As for the spoken language of the students who presented the answers before the class, they were speaking with confidence and moderate fluency. And it was clear to the researcher that in the groups, the majority of the students were using the mother tongue predominantly. But the researcher did not prevent them as he valued the thinking and discussion more than the language use. Language would follow if they had ideas, he thought. There were small talks too during the entire session in spite of the repeated encouragement and positive strokes for the right behaviour. And the researcher tolerated it given the nature of the unfamiliarity and the higher demand of the entire process.

At the end of the session, the researcher made a recap of the main ideas that emerged during the discussion. He reminded them that most of those ideas were generated by them. Therefore it confirmed the fact he had told them in the very first class - that they were capable of having valid ideas. He then invited their attention to the fact of how they helped each other in the various group discussions they had over the past five sessions. That again confirmed the fact that they were capable of helping others. Then he reminded them how they
learned from others during these sessions. And it pointed to the need of keeping an open mind always to everyone and anything.

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 past records, 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. Fie did not claim that his expectations about them alone made them special; rather his positive expectations about the class indeed delivered.

**B Batch**

**Session No.1**

The objectives and the structure of this session were the same as those of the first session of A batch. The objectives were to establish rapport, to establish classroom rules, to introduce the resourceful state exercise and to introduce the lesson.

As the researcher entered the class those who were present in the class stood up and they reciprocated energetically to his wishing them good afternoon. Students were still trickling down. The researcher also noticed the almost complete silence when he took the attendance. And he picked up all these in his introductory remarks. Fie appreciated them for their genuine reflex in respecting the researcher when he entered the class and for the silence they observed during
the attendance. He could read the surprise in their face when he lauded them for these little things. He told this batch too that he had heard that they were a special group of students and that he had seen and felt himself at the very outset of the class. He assured them of a very special association with them and that he felt somewhere in his heart that he had already clicked with them.

As for establishing the classroom rules, they listened to the stories in rapt attention. And the fourth rule ("let your promises be ‘I will’ rather than ‘I will try’), as in the previous batch, was introduced using an activity. A transcript of the activity is as follows:

Let us demonstrate the difference between saying something like "I will come to the class in time" and "I will try to come to the class in time" through an exercise. Close your eyes. Say the first sentence five times to yourself. Now what are the images coming to your mind? Of what colour are the images? What are you hearing? What is the voice quality? Is it strong or feeble? And most importantly, what do you feel in your body? What is the energy level that you feel in your body?

Where do you feel this surge of energy located? Now think about the second sentence; "I will try to come to the class in time." Say the sentence five times to yourself. Now what are the images coming to your mind? Of what colour are the images? What are you hearing?

What is the voice quality? Is it strong or feeble? And most importantly, what do you feel in your body? What is the energy level that you feel in
your body? As you begin to make sense of the difference between the two sentences, you could think of how to make your promises or take your decisions about how you are going to behave in this class.

About 60% of the students seriously did the exercise. The rest of the class only pretended to do so. This was clear from their non-verbal expressions. And one student tried to trivialize the activity by deliberately manipulating the responses. This was evident from his body language and facial expression. He stated that he was more comfortable with “I will try” than “I will.” When the researcher asked him about the quality of the images (say, its colour, size, clarity, brightness, distance etc.), he was beating about the bush and was not giving consistent answers. Therefore, the researcher quickly stopped attending on him and turned to the other students for their responses. Most of the students said that they felt a surge of energy when they said, “I will.” And he congratulated the class on the active interest they showed in the exercise.

The researcher’s handling of that one student who tried to hijack the class from him was one dominated by the resolve not to give any negative stroke as far as possible. That he got the message was clear from the fact he stopped such responses and became more serious for the rest of the classroom time. And it definitely helped the smooth conduct of the rest of the classroom processes. As for the 40% of the students who did not do the exercise seriously, he adopted the ‘peripheral praise strategy’—praising the other 60% for doing it right. That it worked was later confirmed by a much better involvement of the class in the rest of the activities and exercises that followed. It is also clear from the transcript of
the exercise that the researcher paid attention to using the words related to the three modes of perception. This, he hoped, would make all the students participate in the process.

Then the resourceful state exercise was introduced. This time about 80% of the students did the exercise in all the seriousness. There were a few students who behaved as if they were not part of the process. Therefore the researcher inserted a few additional statements of praising the rest of the class for the good work they did so far. While saying that, he sternly looked at the misbehaving students. They immediately got the message and got back to the mainstream. From then on, not a single person disturbed the classroom processes till the end of the session. At the end of the exercise, many students reported that they became fresh; they had been feeling lethargic prior to the exercise. The researcher praised them for their genuine involvement in the exercise. lie also made it a point to mention the name of the one student who tried to disturb the first exercise as well as the names of those who were not behaving properly at the beginning of this exercise. The researcher said that he had been watching the nonverbal cues they gave out during the exercise. And lie confirmed with each one of them what they were doing at certain points of the exercise (based on those non-verbal cues). This turned out to be true in each case and the researcher could read a sense of respect in their eyes. And the researcher, congratulated them on their genuine effort and commented that it was such attitudes that he expected of the class.

Here the researcher successfully used the peripheral praise strategy yet again. He was able to save the class from the brink of disorder through this act.
If he had not succeeded, more people would have joined those disoriented students. The effectiveness of this strategy was that it entailed no negative stroke. He was able to confront negativity with a very positive stance. It was as part of this strategy that later he ‘caught’ those erring students doing something right and praised them in front of the class. Such a move on the part of the researcher was quite unexpected by the students and they were really surprised. Indeed, whatever they saw in the class so far was full of surprises-right from the moment the researcher congratulated them on standing up and greeting him.

Finally, the theme of the essay they were to study was introduced through an activity. As with the previous batch, they were asked to work in pairs, and write down five words on environmentalism and share their ideas with their partners. All the students participated in it very seriously. They wrote the words and explained them to their partners; then they listened to what their partners had to say about the words they had written. The researcher too joined the activity by pairing up with one student. Towards the end of the activity the researcher asked some of the students to read their words and explain what they meant by those words. And they explained them in front of the class. There were two instances in which the students did not know how to express correctly in English. One of them even asked the researcher to allow him to speak in Malayalam. The researcher permitted him. And as he was speaking, the researcher expressed those ideas in English so much so that in the middle of the explanation that student reverted to his broken English. And the researcher congratulated him on his readiness to express himself and on his readiness to catch the very first opportunity to use English. The researcher congratulated all those who explained
their words publicly as well the whole class on their active participation in the activity. The researcher had established such a level of rapport with the class that the entire batch stayed back even after the bell allowing the researcher to finish the recap of the main points discussed during the session.

The researcher was very much aware of the ruling practice in ELT as far as the use of the mother tongue was concerned-limiting the use of the mother tongue to the teacher. Yet he allowed the student to use the mother tongue to express himself. It was because he primarily believed in unleashing the creative energy in the students; language came only after that. If he had not allowed the student to express himself in Malayalam, he might not have said anything at all. But when he got the feeling that he was being listened to, understood, and supported, he was motivated to utter at least something in English during the process. Here the researcher was just using the NLP technique of pacing and leading. First he entered the ‘world’ of the student and established rapport with him by allowing him to express himself in Malayalam and keenly following him. Then he slowly began to lead him by translating his sentences. And then he joined the world of the researcher by using his own error-filled English, And by congratulating him and the others, the researcher established complete rapport with them. That was precisely why they stayed back even after the bell. That was also something special given the usual behaviour patterns of the students in the general English classes.

After the recap of the main points, and the classroom rules, the researcher concluded the first session with a Milton-Model utterance: “As you begin to make
sense of these in your own time, learning becomes easy and enjoyable to you, especially in this class. Thank you”.

Session No.2

The objectives of this session were the same as those of the previous batch. And it retained the same structure. The focus was on vocabulary and reading. The words selected for the vocabulary exercise as well as for teaching the NLP spelling strategy were the same as those of A batch.

The very first thing the researcher noted about this session was something quite encouraging: all the students were in their seats even before the bell. And the researcher lost no time in expressing his joy and appreciation for this. He then wrote the selected words on the top right corner of the board. After the preliminary formalities, the resourceful state! exercise was directed. Most of the students did some serious internal work, as was evident from their nonverbal cues. Or to say the least, there was no trace of the previous day’s problems. At the end of the exercise, the researcher took a quick sample feedback about it from the students. All those who responded reported some change in their energy level. And the researcher praised the class for the good work they were putting in. He assured them that they were embarking on a great journey of taking control of their life and that by investing their time and energy in such an exercise, they were taking the first step.

Then the simplified text was distributed; and the students were asked to take the original text as well and get ready for the next activity. They were asked to work in groups of three. The activity was explained. And they were able to find out the words in the original text and their corresponding expressions in the
simplified text. There were some doubts raised by different groups and the researcher promptly clarified them. The classroom was full of activity.

However, the researcher noticed that the students were more comfortable with working individually than in groups. For, even in the groups they were working individually for most of the time. There was less interaction within the group. Only very few people worked in groups. At the end of the activity, the researcher appreciated the students for finishing the work faster.

Then the NLP spelling strategy was taken up. The students followed the instructions correctly and did as they were directed to do. When tested, they spelt all the words correctly. However, it was evident from their body language that they had not considered this as something very easy or interesting. Some of them had made some attempts to make light work of the proceedings especially when they were asked to take a photograph as if they were a camera. However, it was not prolonged with the researcher just sternly looking at them. And therefore, the researcher asked for a quick oral feedback. And the response was mixed; some of them reported that it was fine and that they had found it interesting. Others said it was more complicated and that they were more comfortable with their familiar ways. And the researcher reminded them that it would come in handy if they practised it with longer, unphonetic words. And he appreciated the students for doing a good work with the activity as well as for expressing their genuine feelings about it.

Then the final activity, the reading of the simplified text, was taken up. They were initiated into the activity with an Eriksonian statement: “Having learned the meanings of so many words means that you are ready to read the text
and understand it on your own. You already possess all the resources for this task.”

It is not to be forgotten that this instruction is full of presuppositions’. The researcher presupposed that the students already learned the new words and expressions, that they were ready to read the text, and that they were aware of the fact they had all the resources needed for the task. None of these might be factually correct. And then there was the use of the word ‘means’ which suggested an imaginary causal connection among these presuppositions. But as mentioned in the previous session. Erikson saw more reality in these positive presuppositions, i.e., he held that such presuppositions and ‘causal connections’ had the potential to actualize those presuppositions in the students than a more ‘factual’ statement could.

Then the students were instructed to read the simplified text on their own. They were asked not to stop with difficult words and expressions but to skip them and continue reading. And they could underline those words and expressions and ask for clarifications after finishing reading. There were a number of students who asked for clarification of words and expressions at the end of the reading; the researcher approached every group and cleared all those doubts. In certain cases, when he felt that the doubts were common, he clarified them to the whole class. By way of finishing the activity he asked some general questions regarding the theme and other particulars of the text and they were all answered by the class

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2 Presuppositions, according to Grinder and Bandler “are the most powerful of the language patterns, when used by a communicator who presupposes what she doesn’t want to have questioned. A general principle is to give the person lots of choices, and yet have all of the choices presuppose the response you want” (Tremce-formations 244).
in chorus. This confirmed to the researcher that the students got a handle on what they were dealing with.

The researcher was aware of the fact that about ten to twenty per cent of the students were not able to read the text on their own. They only pretended to be reading. The traditional strategy of the teacher reading and explaining the whole text also would not work with them as they would not follow the language and would soon lose track. Such students needed to be dealt with special care outside the regular class hours. And because such a programme was not part of the researcher’s work, he decided to leave the matter at that. But he continued to encourage those students and spent more time with them explaining what they were reading.

Before winding up the session, the researcher recounted the major points of the session. He checked some of the word meanings and spellings to see if they still remembered them. (And they did.) He also listed some of the main ideas in the text. And lie appreciated the class for keeping the classroom, rules and for responsibly behaving in the class. He specially mentioned that they had done the vocabulary exercise faster than expected. And he wound up with the following Milton-Model suggestion: I am sure that you will begin to make sense of today’s learning in your own time and understand it deeper and better. All that you have learned today will work for you at an unconscious level and you will wake up tomorrow with greater insights. Good day."
Session No. 3

The objectives as well as the structure of this session were the same as in the previous batch. The major classroom activity was the analysis of the text in smaller chunks with the help of the questions following each chunk.

Students came punctually to the class with the text materials - both the original text and the simplified text. Taking note of this, the researcher mentioned this specifically at the very outset of the class and encouraged them to keep up this responsible behaviour. During the attendance session too there was no disturbance. This too was mentioned immediately after the attendance. Then the researcher asked the spellings and meanings of some words they learned the previous day. The class as a whole answered them without much difficulty. To each answer the researcher reacted with expressions such as ‘very good’, ‘excellent’ etc. It was evident that most of the students benefitted, at least to some extent, from the previous day’s exercise. Then the resourceful state exercise was directed. And all the students appeared to be participating in it seriously. The researcher pointed out this as well at the end of the exercise. It was clear from their faces that a lot many students benefitted from this exercise.

Then the researcher opened the main activity of the day - the analysis of the text - with the following Eriksonian sentence: “Yesterday you read the simplified text and understood who Chandi Prasad Bhatt was and what the Chipko Movement was. And after the class, throughout the evening, night, and morning your unconscious was working at these new things that you learned. And probably you have got more insights into these things. Now that you are here and ready to work, we are going to learn even more,” It is worth noting that
as many as four presuppositions were used here to create a very positive suggestion.

Then the handout containing the chunked down passages and the questions were distributed. They were asked to work in groups of three. Each group was assigned a passage and they were asked to read and find out the answers to the questions given below the passage. Eleven passages were allotted for the day and there were twenty-one groups. They did the work in all earnestness. There were plenty of doubts raised by different groups. Here too, the students found the first three questions easy enough to answer them very quickly but in the case of the fourth and the fifth questions they found it difficult to answer just as it was with the previous batch. It was here that the students wanted the researcher’s help most. The researcher chipped in with his views on each case. And therefore the activity took slightly longer time than planned. Anyhow, at the end of fifteen minutes (instead of the allotted ten minutes), the researcher asked the students to come on to the stage and present the answers. Each group came on to the stage, read out their passage, and answered each question by taking turns. At the end of each group’s presentation, they were given a hand by the rest of the class without any suggestion from the researcher. And the researcher found it highly motivating to the groups. There was discipline, enthusiasm and interest throughout this activity. This was highlighted immediately after the activity was over and the researcher asked them to keep up this good spirit.

The researcher gave a recap of the main ideas that emerged during the discussion and presentation. The recap, thought the researcher, would help in
tying the loose ends of the session. It was highly probable everyone missed out on some part of the activities and ideas emerged during the session. A recap would allow everyone to catch up with the rest of the class and would highly aid in committing the main ideas to memory. And then he lauded the class for their earnestness, discipline and responsibility. He closed the session with another Milton-Model suggestion: “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.”

Session No.4

The objectives of this session were the same as those of the fourth session of A batch. And as this session was the continuation of the previous session - analysis of the chunked down passages - a minor change was made in the structure of the session in the light of the previous session. The analysis part was given fifteen minutes instead of ten minutes. And the presentation part was given thirty minutes instead of thirty-five minutes. And that activity was finished with this session.

Right from the beginning of this session something amiss was happening in the class. Many students came late. In fact, students were trickling down in small batches. The session itself was delayed by a few minutes because of this. And the researcher appreciated all those who were in the class on time. After the attendance session, he asked some questions on what was discussed the previous day. And they were answered very well by volunteers. The researcher
appreciated all those who answered the questions and in certain cases, when they answered certain higher order questions, he went up to them and shook their hands. He also noted that all the students had brought the text materials with them: the original text, the simplified text and the chunked down text. And he made special mention of this as it was likely for them to forget any of these.

Then he asked them to resume the analysis of the text in groups of three. There were eleven passages and twenty one groups. Each group was assigned a passage; but they were free to do more than one if they had time. Most of the students were in a different group this time as there were no fixed seats in the class. As they began with their work, the researcher noticed that there was more noise in the class. Going round the class he found out students who did not do their work. They seemed to be bored. And on talking with them the researcher understood that they were unable to read through the text and make sense. And as the researcher was aware of this problem, he spent more time with such students helping them to make some sense out of their assigned passages. He even told them to skip the fourth and the fifth questions. As in the previous session, in this session too there were plenty of demands for clarification of doubts especially regarding the fourth and the fifth questions.

At the end of fifteen minutes the researcher asked the groups to present their answers before the class. All the eleven passages were presented one after the other. In many cases the researcher was called in to present his views and he gladly did so. There were some groups that did not present their views of the passages as had been presented by the other groups. (There were twenty-one groups and eleven passages.) And the researcher did not make any special effort
to give them a chance as time was running short. At the end of the activity, the researcher specially appreciated the punctuality, responsibility, earnestness and interest displayed by the majority of the class. And he emphasized the word ‘majority’ to make it clear, ‘not all’

In this session, the researcher became aware of the fact that only seventy per cent of the students were following him. Others were disoriented. One of the reasons is their handicap with the language. There could be other reasons as well. There were a few students who were indifferent to what was happening in the class. The researcher decided to leave them at that provided they did not disturb the class. For their problems could not have been solved within the limits of the present study. That is why in his appreciation of the students, at the end of the activity, the researcher emphasized the word ‘majority.’ For the number of students who were disoriented was not negligible. And they could not be expected to become active in the class with psychological suggestions alone. Their problems ran deeper. They had to be specially handled and dealt with, with more empathy and skill. Emphasizing the word ‘majority’ was the researcher’s way of confronting the disoriented students. He was cautioning them that they would not get any appreciation unless they mended their ways. And this was done without giving them any negative stroke.

And the session was concluded with a recap of the main ideas that emerged in the course of the day’s work. And the following Eriksonian suggestion too was given at the end: “Now that you have finished doing an in-depth analysis of the simplified text, you could begin to think of reading the article in its original form. You already have all the skills and information you need to
do this. Therefore, read the original text this evening at home and enjoy. Thank you.”

Session No.5

The objectives and the structure of the fifth and final, session of the A batch, were retained for this session too. The main purpose of this session was to give an opportunity to the students to express themselves orally in English based on the lesson. Questions on Chandi Prasad Bhatt, the main theme of the essay, which were prepared on the basis of Robert Dilt’s Neuro-Logical levels, were given to the students to facilitate this activity.

All the students were in time for the session. That meant they behaved differently from the previous session. The researcher noted this and appreciated the students for this. And they did the resourceful state exercise with diligence and enthusiasm. However, the researcher also noted that eight students—the largest number so far—were not doing the exercise. The researcher used the peripheral praise strategy immediately. Thereupon they behaved as if they were doing the exercise. But the researcher did not get any nonverbal cues about their doing it correctly. This being the last session, the researcher decided to leave it at that and focused on the majority of the students who were doing the exercise in all seriousness. At the end of the exercise, the researcher praised the class for their genuine attempt in doing the exercise.

And then he enquired of the class whether they read the original text back at home. Only a minority—about ten students—answered in the affirmative. And they reported that they were able to understand the text more or less well. And the researcher made the class give them a hand. At the same time the
researcher gladly made a note of the rest of the students’ sincerity in admitting that they had not read the text at home.

Then the researcher started off the day’s main activity with the following Eriksonian sentence: “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 the same set of six questions used in the A batch was distributed. And they were asked to work in groups of six. There were ten groups. Each group was assigned a question. And they were free to discuss more questions once they finished the assigned one. At the end of fifteen minutes they were to present their answers before the class.

Participation in this activity was moderate. Many students were not part of the process at all. In every group two or three students did some discussion. Others were either indulged in some small talk or just listening to the others. When they felt the researcher was watching them they would stop the small talk and pretended to be listening to the earnest participants.

At the end of fifteen minutes, the researcher asked the groups to present their views regarding the question they discussed. Seven students came on to the stage representing seven groups. Five of them presented their views more or less well. After each presentation, the researcher chipped in with what he thought on the topic. The students who spoke on the fifth and the sixth questions needed the help of the researcher. And he gladly obliged. All those seven students were given a hand by the class.

However, in terms of the extent of participation, the activity had not reached the majority. There could be many reasons: first, their handicap with
oral communication in English. (But the researcher had not explicitly banned the mother tongue for this purpose.) Another reason could be the higher nature of the questions. The students needed to go out of the text and make some out of the box thinking to answer at least some of the questions. And the third and the most probable reason could be the seeming uselessness of these questions in their preparation for the university examinations.

Before concluding the session, the researcher reiterated his appreciation for their readiness to abide by the classroom rules (though with some exception), their seriousness and earnestness in doing the resourceful state exercise, their earnestness in doing the various classroom activities and their readiness to take corrections from the researcher. All these, the researcher said, pointed to and confirmed what the researcher had heard about them - that they were a special batch of students. It was all these qualities that made them special in the eyes of the researcher. And lie advised them to keep the good spirits they were exhibiting so far. The resourceful state exercise, if practised daily, would go a long way in helping them control their lives, he assured them. And by wishing them all the very best in their studies, the researcher wound up his work with the B Batch.

C Batch

Session No.1

The same format of the introductory session of the previous two batches was followed here too. There was no change in the objectives and structure of the session. Building rapport, setting up the classroom rules and introducing the resourceful state exercise as well as the essay were the focus of the session. The
stories and activities used for these purposes in the other two batches were retained here too.

All the students were in the class on time. The researcher used this to build his rapport building exercise. He appreciated the students for their punctuality in his opening remarks. There was total discipline during the attendance time and this too was acknowledged immediately after the attendance time. They listened to the stories with great interest. At the end of every story, a classroom rule was stated as part of the message of the story; the students seemed to accept it without any objection. The activity introducing the fourth rule was also done with full attention. And the message too was well received. The researcher thanked the students for the total attention they rendered to the researcher.

However, during the resourceful state exercise four students were distracted. The researcher did not confront them directly; rather, he used the peripheral praise strategy, he incorporated a strong acknowledgment of vast majority of the students who were making a genuine attempt at the exercise. While saying that he directed his look at the distracted students. Some of their friends alerted them and they immediately joined the exercise. At the end of the exercise, many students reported that it was a new experience and that they felt refreshed in the place of the afternoon lethargy. But there were a few others who said they felt sleepy with the exercise.

And the researcher praised the students for their sincerity in giving their feedback. He explained to them that they were likely to fall asleep for two reasons while doing that exercise: first, the exercise could make them so relaxed
that they were likely to fall asleep; second, they could become so distracted and therefore bored that they could fall asleep. It was up to them to see in which category they were. If they belonged to the former, it was a healthy sign. But it was quite unlikely, as they were just beginners, for them to get into the exercise so quickly. And if they belonged to the latter, they had to be more vigilant and determined not to be distracted next time. The researcher then appreciated the whole class for the interest and sincerity they showed in doing the exercise. He made a special mention of those students who were once distracted but joined the exercise later and not faltered thereafter.

Then the final activity of the day was taken up. After giving a brief introduction about the topic of the essay, the researcher asked the students to pair up with the person sitting next to them. And they were asked to write five words on environmental protection and explain them to their pairs. A lot of activity in the form of clarifying doubts and explaining was taking place. The researcher too was part of the activity. During the process the researcher also noted that many students were not actually doing the activity especially those who were sitting in the back rows. It was clear from their body language that they were engaged in small talk. When they realized that the researcher was watching them they behaved as though they were doing the activity.

At the end of the activity, the researcher acknowledged the enthusiasm and interest displayed by the majority of students in carrying out the task. And he asked some of the back-benchers to read out their words and explain. They read out the words with considerable difficulty and they had nothing to say about those words. Obviously the words had been copied from others. And he asked
them if they could speak in Malayalam, if English was their problem. Two of them responded with some interest. They shared what they knew about environmental protection in Malayalam. But the others had nothing to say even in Malayalam. They just stood in their place with their heads down. The researcher understood that they could not be properly dealt with in that class. Therefore the researcher left the matter there and continued with winding up the activity.

The problem with such students, a good number of them in this batch, ran deeper in many layers, the researcher felt. Those problems could relate not just to their standard of English, but to their self-concept, self-esteem, self-confidence, economic condition, familial support etc. These are problems or issues confronting a sensitive ELT professional, if s/he is to bring about some radical change in such students. As such, such issues could not be tackled in the regular ELT class. Therefore, the researcher decided not to confront such students in the class, provided they did not disrupt the classroom processes, but to regard them with understanding and encouragement.

And he invited their attention to the insights that the activity gave them in addition to the information about the topic: how much they were capable of generating their own ideas, how much they were capable of explaining their ideas to others, how much they had to learn from others, and how different they were.

Before winding up the session he reminded them of the classroom rules that were set up at the beginning of the session. And they assured the researcher that they would (not “they would try”) keep them. And he closed the session
with an **Eriksonian** suggestion similar to the one used at the end of the first
session of the previous two batches.

Session **No.2**

The objectives and the structure of this session were the same as those of
the previous two batches. The main focuses of the session were vocabulary and
spelling exercises and an individual reading of the simplified text.

The researcher wrote the selected words **for** the vocabulary and spelling
activities on the top right corner of the board. And he noticed that not a single
person was late for the session. All the students had already been seated **in their**
places when the researcher entered the class. And he acknowledged their
punctuality with promptness. During the attendance session too, there was
complete silence; this too was acknowledged promptly. They looked fresher than
the previous day (though the class-time was the same).

During the first part of the resourceful state exercise, two students were
murmuring. The researcher used the peripheral praise strategy successfully with
them. They stopped the murmuring and made an attempt to do the exercise. All
others **did** the exercise putting **in** their best effort; it was evident from their non-
verbal cues. And the researcher praised the students for their sincere attempt in
doing the exercise.

The **first** activity of the day was introduced with the following Eriksonian
suggestion: “Yesterday we saw that we are capable of having ideas, we are
capable of helping others, and others can help us learn many things which
normally we would not do by ourselves. And after the class, throughout the
evening, night, and morning your unconscious was working at these new things
that you discovered. And probably you have got more insights on these things.

Now that you are here and ready to listen we are going to learn even more.

Then the students were asked to take the original text. The researcher noted that all of them had brought in the text. And they were obeying the second classroom rule perfectly. The researcher lost no time to commend them for this. In the meanwhile the simplified text too was distributed. The researcher explained the activity and they were asked to do it in groups of three. The researcher went round the class helping them. He noticed that only 70% of the students were doing the activity with interest and enthusiasm. However, none of the other students did engage in any other activity. Those who found the activity difficult, or were in no mood to do it, still had their eyes glued on to the texts. The researcher helped all those who asked for it. All those who were doing it actively got the answers without much difficulty. Overall, there was discipline, activity, enthusiasm, and curiosity in the class. And the researcher made it a point to commend them on this, at the end of the activity.

The researcher decided not to go after those who did not ask for help because of two reasons: first, there were others asking for help waiting for him; second, he thought that a help given without a request (at least a non-verbal one) on the part of the person who needed it might not be valued by him/her. He would have still gone to some of them to motivate them, had he not been surrounded by others. However, he gave preference to the request from those who, he thought, were doing the activity.

Then the NLP spelling strategy was taken up. The task was explained and they were asked to do it individually. It was well received by the students. The
students of the first pilot study were drawn from this batch and they were familiar with this strategy. All those students were doing it more or less easily and it seemed that they led the rest of the class in this. Anyhow, the response was more encouraging than the previous one. About 90% of them were actively involved in it. And the researcher appreciated the whole class in general, and the pilot study students in particular, for their enthusiasm and sincere effort in doing the exercise.

And then the final activity of the day was taken up with the following Milton-Model statement: “Having learned these new words and expressions means that you are now ready to read and understand the text by yourself. You already have all the language you need to read this text now. Please take the rewritten text and read it individually in silence.” And they were told not to stop at every doubt and raise their hand, but to continue reading. And they could mark those words or expressions or sentences, which they felt absolutely necessary to discuss with the researcher at the end of their reading.

All the students had their simplified text before them. But the researcher could feel the agony on the face of a good number of students. Their ability to read and understand simple passages was very limited. Only a few were comfortable with this exercise. And the majority found it difficult to read through. However, there was absolute discipline in the class. About 90% of the students read through or attempted to read through the text. The researcher went round the class clearing their doubts and motivating them in doing the task in spite of their difficulties.
At the end of fifteen minutes the researcher asked them certain global questions on the text. They were all answered by them in chorus. It was clear that they had got some idea about the text; but it remained to be seen how deeply most of them understood it. And the researcher congratulated the entire class for their discipline, genuine effort, and interest in participating in the classroom processes. He exhorted them to keep up their good' spirits.

By way of concluding the session, the researcher recapitulated the main ideas of the simplified text. He also praised them for keeping the classroom rules with diligence. And he wound up the session with a suggestion in the Milton Erikson way; “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.”

It may also be noticed that the italicized portions in these suggestions are embedded commands. They are strong commands directed at the unconscious. The full effect of this suggestion is in using the appropriate tone and sound modulation (Bandler, *Trance formation* 322).

Session No.3

All the formal details of this session - the objectives and the structure - were the same as those of the previous batches. The main focus of the lesson was analysis of the chunked down text.

The students were punctual and they had brought in the text materials. They observed silence during the attendance time so that the researcher could finish it in no time. The researcher made a note of all these and specially
mentioned all these in his preliminary remarks. During the resourceful state exercise, the active participation of the students was near total. One or two persons were distracted; and they were brought to the main stream with the peripheral praise strategy. The researcher took special care not to give them a negative stroke. At the end of the exercise, the researcher spoke well of the students’ genuine attempt to do the exercise.

And then the main activity of the day was taken up exactly the way it was done in the previous batches. For the first few minutes, it appeared that active work was going on. But slowly murmuring began. At first the researcher chose to ignore it; but it grew louder. It became clear to him that many students did not do the work. They only pretended to do it. They appeared bored and one of the students said it openly to the researcher. Three students said that they were suffering from headache and therefore could not work. The researcher told them they were free to leave the class and take rest. But they would not. Another bright student, after finishing the assigned passage individually, was reading something else. The researcher asked him to work through the other passages as well, that too in his group. He agreed but did not follow the instruction very much. Then there were seven students who were thoroughly distracted. The researcher tried the peripheral praise strategy, but in vain. He also noted that even some of the students who belonged to the first pilot study group were disoriented though their standard of English was good. In a short time the whole scenario of the class changed and the researcher had to do something quickly to save the situation.
He quickly called off the group work and asked the whole class to listen to him. Then he made some of the bright students read each chunk of the text by taking turns. After each passage was read out, the researcher read out the questions given with it. The first three questions of each passage were answered by the class in chorus. Those questions were textual in nature. For the more difficult questions, the researcher invited volunteers to answer them. There were about ten students who volunteered. And when their answers were inadequate, the researcher gave his opinion. As this activity caught up momentum the murmuring subsided, and the majority of the class began to participate in it with attention and interest. In this way all the eleven sets of passages were done.

The researcher wound up the session with a recap of the main ideas discussed in the session. Fie appreciated all those who read the passages aloud for the class and all those volunteers who offered their views on the tough questions. And he spoke well of the class as a whole for being very sincere in their responses. When they felt that they could not do that analysis by themselves they expressed it as students would. And he called it a day with the following Eriksonian suggestion: “As you begin to make sense of the text in your own time you will be able to do the rest of the analysis more easily and interestingly.”

The researcher chose to do away with his lesson plan inspired by three of the fundamental tenets of NLP: 1. The meaning of your communication is the response you get. 2. If what you do does not work, do something else; do anything else. 3. In interactions among people, the person with the most flexibility and variation of behaviour can control the outcome of the interaction (Bretto 1-2). This shows that the fundamental virtue of an NLP practitioner is
flexibility - the flexibility to adapt, and improvise. That he was right in shelving his planned session was confirmed by the active participation of the students in the rest of the session.

What happened in the class could be that the majority of the students were put off by the higher order nature of the questions. And they were not comfortable with reading the text on their own too. And when the researcher led the activity most of them got back to their usual self as it was the familiar way with very less stress on them.

The researcher, in his final comments, had only words of appreciation for the batch. This was because NLP believes in focusing on the good to draw out good. If we focused on the negatives, however positive our intentions were, only the negative would be strengthened. This is what is exemplified by the popular instruction: ‘Don’t think of the chocolate cake.’

Session No.4

The objectives and the structure of the session were slightly altered from those of the previous batches in the light of the experiences in the previous session. The revised ones are as follows:

Objectives

1. To continue exploring the text on the basis of two NLP techniques; and
2. to encourage the students answer questions on the text on their own.

Structure of the Session:

Initial remarks and checking the previous day’s learning: 8mts
Creating the desired state for learning: 5mts
Exploring the chunked down text with the help of questions: 45mts
Recapitulation of main ideas; 2mts

About 30% of the students came late to this class. However, it was understandable as it was the first hour and students had to come from far and wide. However, the researcher began the session exactly on time and completed preliminary formalities. He spoke highly of those students who were able to make it to the class on time in spite of the difficulties. And he asked some questions on that part of the text they had discussed in the previous session. Only a minority was answering the questions. Others pretended that they were part of the answering chorus. By the time of the resourceful state exercise, all the students were in their places. All the students were making genuine attempts to do the exercise, except two. And they were not disturbing the process in any way. However, the researcher knew that they were only pretending to do the exercise. As the majority was giving their best, the researcher decided to focus on the majority and leave those two students at that. At the end of the exercise, the researcher extolled the students for giving their best to the exercise.

As a precautionary measure, the researcher wisely, but tactfully made certain students sit separately. He also noted that they had brought in the texts. And it too was promptly commended.

Then the rest of the chunked down text was taken up for analysis and discussion. There were eleven more passages to be analyzed. The method was just the same as that of the previous session. Certain selected students (the selection was made on the basis of their ability to read fluently and loudly) read out the passages loudly. After each passage, the researcher read out the questions. Each question was thrown open to the class. They could answer it
together or individually. They were able to answer many questions, especially
the first three ones after each passage. Their response to the higher order
questions was limited. Some bright students tried to answer some of the
questions. After each attempt, the researcher congratulated them and appreciated
their confidence and readiness to express themselves. In most such cases,
however, the researcher’s voice was the most significant one. At the end of the
activity, the researcher appreciated the better discipline, and the participation in
the activity by the students.

Though the activity was done smoothly and all the questions were
discussed, the actual participation of the students in the process was minimal
Only ten to twenty percent of the students were actually following the discussion.
The vast majority of the students just pretended that they were part of the
answering chorus. They were not even aware which passage they were
discussing. It was to preempt such a situation that the researcher had chosen the
group work format for the analysis of the text. But as it was clearly displayed in
this batch, such a group work required a certain level of standard of English. The
participants had to be following at least what was being discussed in the group.
Therefore, the researcher felt, that the strategy he adopted for these two sessions
just helped him save the situation.

The researcher had created an instruction spotlight, an answering
spotlight, and an appreciation spotlight in the class. And he noted that the
students were responding to these spotlights better than in the previous sessions.
The moment he stood at the instruction spotlight alerted them to some
instructions that were imminent. The moment he stood at the answering
spotlight, even those who had been a bit distracted, came back and lent their ears to him. And the moment he stood at the appreciation spotlight they were ready to clap. In and through all these, the researcher felt that the last two sessions more or less remained teacher-centric.

To conclude the session, the researcher recapi tulated the main ideas of the discussion and used the following Eriksonian suggestion: “We have made a close analysis of the text in detail over the past two days. And as you begin to make sense of it in your own time, you could begin to think of reading the article in its original form. You already have all the skills and information that you need to do this. Now that you are in a position do it, read the original text this evening at home and enjoy. Thank you.”

Session No.5

The objectives of the session were the same as those of the previous batches. But the structure of the session was slightly altered as group work was done away with.

Structure of the Session

Initial remarks: 5mts

Getting into the desired learning state; 5mts

Discussing the questions set within the framework of Robert Dilt’s Neuro-Logical Levels: 40mts

Recap of the session and concluding remarks: 10mts

All the students were in the class in time and they were appreciated for this at the very outset of the session. As part of the initial remarks the researcher asked the students if they had read the original text at home. About ten students
said they had done it and they found it relatively less difficult than reading the original text straight away without those preparations. The researcher asked the class to give them a hand and asked the rest of the class to emulate them. For what was the purpose of studying such an article in the class if the students were not enabled to read such texts on their own?

During the attendance session too, students were disciplined and the researcher did not forget to specially refer to their discipline. (The researcher has repeatedly mentioned this as to remain silent during attendance was not the usual behaviour pattern of the students in large classes such as the general English class unless they were dealt with an iron fist.)

Then the resourceful state exercise was directed. They did the exercise without showing any signs of disturbance. And they were appreciated for this as well at the end of the exercise.

As for the discussion of the questions, the question handout was distributed and the students were asked to go through it individually. After a while, the researcher read out the questions and the hints. After each question he stopped to get the response of the class. They attempted to answer some parts of the first three questions. All the attempts were highly appreciated. And the researcher stepped in to fill the gaps. And as questions moved towards the fourth, fifth, and the sixth ones, the responses progressively decreased and the researcher had to act out a one-man show to complete the ‘discussion’.

The problem with this batch, the researcher felt, had more to do with its self-belief and self-concept than with their standard of English. For this batch had as many talented students with a good standard of English, as in the other
two batches. However, they held not delivered as their counterparts in other batches. Usually in classes like these, the attitude and the dispositions of such students dominate the proceedings. That is what happened in the other two batches. There, the enthusiasm and interest of the brighter ones were infectious. It carried the uninterested ones too in its sweep. What happened in this class was just the opposite. Here the brighter ones were stifled by the domineering presence of the uninterested. Consequently, the general mood prevailing in the class was that those activities were not their cup of tea. That the researcher did not sense this undercurrent and had not taken the precautions to forestall this remains a valid point.

In the concluding remarks, the researcher referred to their discipline, their above-average success in keeping the classroom rules, their sincere attempts in doing the typical NLP exercises such as the resourceful state exercise and the spelling strategy, and their readiness to learn (as shown by their regularity and punctuality) despite many blocks. He assured them all these qualities would hold them in good stead. And he wished them all the very best in their studies and future endeavours.

1) Batch

This batch was different from the other batches on two counts: first, they were a homogeneous group, i.e., it consisted of students from only the Commerce department, and not from different departments as in the case of the other three batches. Second, they were following a different textbook from that of the other batches. Therefore, the essay dealt with in this class was different. And the title of the essay was “A Glory has Departed.” It is that famous speech that Pandit
Jawaharlal Nehru made in the Parliament at the death of Mahatma Gandhi. Apart from these, the structure, the objectives, the stories and the activities of each of the sessions were largely the same as those of A and B batches.

Session No.1

The objectives and the structure of this introductory session remained unchanged from those of the previous batches. When the researcher came to the class, all the students were standing outside the class and at the very first gesture from him they entered the class and were seated in their places. It was significant because they were meeting the researcher for the first time and senior students like them were not used to obey ‘new faces’ that easily. And the researcher opened his remarks citing this good gesture on their part. During the time of the attendance, there was considerable murmuring in the class. However, the researcher showed his approval of all those who kept silence during the attendance focusing his attention only on those students. He told them that the teachers of their department had a good opinion about them. And he added that he too felt like sharing their view, especially in the light of their obliging behaviour at the very first contact with him.

Their response to the stories was better than that of some of the previous batches. It was evident from the total attention they paid to the researcher, their catching the humour in the stories and response to them, their lit up faces, their readily catching the messages and agreeing to the classroom rules. And the activity explaining the fourth classroom rule was received well. They did it with interest and seriousness. The researcher commended the students on their interest and active response to him.
They did the resourceful state exercise with considerable interest. There were eight students who were distracted. The researcher used the peripheral praise strategy to bring them in. And their distraction was reduced. At the end of the exercise, most of the students reported they felt some sort of freshness. There were people who said they did not find anything in it. The researcher applauded both the groups - the former, for the earnestness and seriousness they invested in the exercise; and the latter, for the openness in their responses.

And then the researcher began to introduce the text they had to deal with in the class in the Milton-Model way: “Having recharged yourself with energy, enthusiasm, and interest, means you are ready to be introduced to the lesson that we are dealing with in the coming classes. The title of the lesson is ‘A Glory has Departed.’ It is that famous speech that Pandit Jawaharlal Nehru made in the Parliament at the death of Mahatma Gandhi. Before we go to the text, or say anything about Gandhiji or Nehru, let us do an activity.” And they were asked to get into pairs, take a piece of paper and write down five words each on Gandhiji and Nehru. They were given three minutes to do the activity. The researcher too joined the activity. After three minutes they were asked to check with each other how many of their words were the same. They were also asked to explain to each other what they meant by the words they wrote. They straightaway plunged into doing it and the classroom was full of activity. The researcher monitored the proceedings by going round the class and clarifying their doubts.

At the end of the activity after about ten minutes the researcher initiated a debriefing session. First he lauded the students for their active involvement in the session in general and this activity in particular. He then asked them what
they learned of the activity in addition to their learning about Gandhiji and Nehru. There was no significant response and therefore the researcher invited their attention to certain significant insights that the activity entailed.

He showed them that even with such familiar figures as Gandhiji and Nehru their views were different. That meant that none of their ideas fit in exactly with the real Gandhiji or Nehru out there. And that should make them humble. That is, they were free to hold on to their views on Gandhiji or Nehru and defend it with the understanding that they were just their views and did not correspond to the real Gandhiji or Nehru. At the same time their ideas on Gandhiji and Nehru pointed to some aspects of their personality and therefore true. That meant they were capable of generating valid ideas. Again he showed them how each of them got more ideas about those great men from their pairs. That meant they had a lot of things to learn from others. Finally, he pointed out how they helped each other in finding out more about those two stalwarts of India. That meant they were capable of helping others in their pursuit of knowledge. The researcher concluded the debriefing in the Eriksonian style: “As you begin to make sense of these in your own time, learning becomes easy and enjoyable to you, especially in this class.”

And the researcher wound up the session by repeating the classroom rules, recapitulating the main ideas that emerged during the session and appreciating the students for the active interest and seriousness they showed in the classroom processes as well as for their obliging behaviour in the class.
Session No.2

The same objectives, structure, exercises, and activities of the second session of the previous batches were followed here too. The words selected for the vocabulary exercise and the spelling strategy were obviously different.

Words and Expressions Selected for the Vocabulary Exercise

Customary, pay tribute, condolence, many an innocent man, common clay, homage, departed, monument, enshrined, hamlet, immemorial, perilous, mourn, pledge, accomplish, prevail, spare no means, work and labour, desolate, forlorn, trod.

Words Selected for the NLP Spelling Strategy

Customary, perilous, mourn, forlorn, tread.

The students were in place by the time the researcher arrived. However, there was considerable noise in the class during the time he wrote the selected words on the board as well as through the attendance session. Even after that, when the researcher was ready to set off the day’s activities, there was no letup in the noise. They did not oblige the researcher’s repeated requests to keep silence. Therefore the researcher changed his soft tone of voice and spoke in a stem voice. Along with that he used the peripheral praise strategy by singling out the one or two students who behaved well. And the effect was electric. The noise subsided immediately and they were well disciplined throughout the session thereafter. The researcher thanked the class for their positive response and opened the day’s activities in the Eriksonian way: “After the class yesterday, throughout the evening, night, and morning your unconscious was working at the new insights that you got from the class. And probably you have got more
Insights into those things. Now that you are here and ready to listen we are going to learn even more. Let us now prepare ourselves for the class by filling our minds with enthusiasm, interest and curiosity.”

Then the resourceful state exercise was directed. And the students did the exercise with interest and earnestness. Their breathing pattern and facial expressions suggested a genuine attempt to get into the exercise fully. And the researcher congratulated the class for their genuineness.

Then the stage was set for the vocabulary exercise. Each word was read out by the researcher; and the students, working in groups of three, first found the word in the original text and then its corresponding expression in the simplified text. Most of the students were actively involved in finding out the words and expressions. There was no sign of lack of interest or boredom in them. At the end of the exercise, the students were commended for the good work they put in.

The next one was the NLP spelling strategy. This too was well done by the students. There was, however, one bright student who did not follow the researcher’s direction. He was laughing at the process and researcher sensed it would spread fast. Therefore, he paused the exercise for a moment and told him that he was free to go out of the class if he was not interested. And that was enough for him. Immediately he stopped kidding and assured the researcher that he would participate in the class seriously. Apart from this, the exercise went on more or less well. The students were able to spell the words from memory easily. And the researcher lauded the whole class for their active participation. He also patted the boy who corrected his ways after the initial hiccup.
Then the class moved on to the final activity of the day with the following Eriksonian instruction: “Having learned these new words and expressions means you are now ready to read and understand the text by yourself. You already have all the language you need to read this text now. Please take the rewritten text and read it individually in silence.” And the students were also instructed not to stop at every word they did not understand. Rather they could skip such words and still make sense of the sentence or paragraph. And they were asked to mark the ‘absolutely important’ words or expressions and take them to the researcher after they finished the reading. All the students did this activity seriously, observing almost pin drop silence. The boy who was slightly problematic in the initial stage of the spelling exercise was one of the first ones to finish the activity. The researcher approached him and asked some questions on the essay and all of them were well answered by him. The researcher immediately shook his hand and patted him on his back. And the researcher could literally observe his eyes glowing. There were some students who were very slow in reading. The researcher cleared some of their doubts and acknowledged their efforts despite their many handicaps.

At the end of the exercise the researcher appreciated the good efforts on the part of the students to read and understand the text by themselves. And he asked some global questions on the essay. They were all answered well by the class in chorus. After each correct answer, the researcher expressed his appreciation using words such as ‘excellent,’ ‘good,’ ‘well done’ etc. It gave the researcher a clear indication that the students made some sense of the simplified text.
And the session was wound up with a recap of the main ideas of the text and the following Eriksonian suggestion: “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.”

Session No.3

This session focused on the exploration of the chunked down text. And therefore, the objectives, structure, and activities of the session were the same as those of A and B batches.

The students were on the verandah when the researcher came. And at the very first signal from him they got into the class. But they continued talking. However, they stopped talking and kept discipline at the very first request from the researcher, unlike the previous day. He also noted that all of them had brought in the text materials even though there was no regular English hour on that day. (When such special sessions were arranged in the general English classes, many students used to forge to bring the text. Therefore such a gesture was noteworthy.) The researcher appreciated them on all these in his preliminary remarks.

Then a quick revision, of the previous day’s learning was done in the form of a question-answer session. The meanings and spellings of the words dealt with on that day were checked and the students were able to answer all the questions except the meaning of the word ‘immemorial.’ Then a few questions
on the text too were put to them. They too were answered without much
difficulty. And the students were commended on their good performance.

Then the **resourceful** state exercise was done in right earnest by, most of
the students. There were five students who were distracted. At the same time
there were others who had been distracted in the previous sessions, but were
doing the exercise in all seriousness in that session. They even, changed their
place from the back rows and came to the front. And the researcher also noted
the vast improvement made by the student who disturbed the initial part of the
spelling exercise. He was one of those who were doing the resourceful state
exercise in the best possible way. They were all specially mentioned when the
researcher acknowledged the earnestness of the students, at the end of the
exercise.

Then the main activity of the day was taken up in the typical Eriksonian
way: “*Now that you are here and ready to work, we are going to learn even*
more. ” The activity was then explained, the chunked down text was distributed,
the students were divided into groups of three each, and passages were assigned.
The following is the sample of the passage and the questions:

*Let us always think of this great Master in terms of work, labour and
sacrifice; in terms of fighting evil wherever we see it; in terms of holding
on to truth as he put it before us. This is the best way to do our duty as his
followers and show our respect for him.*

1. *In what specific three terms shall we think of Gandhiji?*

2. *What, according to Nehru, is the best way to show our respect for
Gandhiji?*
3. What is our duty as the followers of Gandhiji in the face of evil?

4. Give two examples of holding on to truth from Gandhiji’s life.

5. Give an example of you fighting evil in your circumstances.

They did the activity enthusiastically. There were a lot of doubts especially regarding the fourth and the fifth questions and the researcher went round the class clearing them all. At the end of ten minutes, the researcher asked the groups to come on to the stage and present their answers. They presented their answers by taking turns and the researcher had to intervene in the case of the last questions of each passage. Not many of them were very comfortable with presenting the answers before the class. And there was more noise in the class towards the end of the presentation.

At the end of the session, the researcher made a recap of the main ideas which were discussed in that session. And he thanked the students for keeping the classroom rules and for their active participation in the class. Finally the session was wound up with a typical Eriksonian suggestion.

Session No.4

Taking into account the possibilities of the essay under consideration, the researcher bought in an extra activity in this session. Therefore, the objectives and the structure of this session were slightly modified vis-a-vis those of the previous batches. Other activities remained the same.
Objectives

1. To continue exploring the text on the basis of two NLP techniques,
2. to assess the efficacy of Pacing in asking questions on a given text,
3. to enable the students answer questions on the text on their own; and
4. to get the students identify the major metaphors in the text and find out their deep structure.

Structure of the Session:

Initial remarks and checking the previous day’s learning: 6mts

Creating the desired state for learning: 5mis

Exploring the chunked down text in groups using questions: 8mts

Presenting the answers before the class: 30mts

Identifying the major metaphors in the text - group work: 9mts

Recapitulation of main ideas: 2mts

After the preliminary formalities, the researcher thanked the class for their punctuality, their bringing the text materials and for keeping silence through the attendance session. Then a revision of the previous day’s learning was done. The researcher asked some questions and all of them were answered by the students. However, when he asked some of the higher order questions, there was not much significant response. And the researcher congratulated the students on their good answers. The resourceful state exercise too was done well by the majority of the class. However, there were five students who, the researcher noticed, were pretending to do the exercise, but were actually distracted. At the end of the exercise, the researcher took a quick feedback from the students on their experiences. Most of them said they were enjoying it and felt it was
beneficial to them. Those students whom the researcher noticed as distracted were also quick to agree with the majority. But the very tone of their voice betrayed their pretense. And as the researcher did not want to expose them, he left the matter there and passed on to the main activities of the day.

The analysis of the chunked down text was resumed and the students displayed a lot of enthusiasm in doing it. However, they were in no mood to answer the last questions of each passage. They behaved as if it was reserved for the researcher to answer. During the time of presenting the answers before the class, most of them displayed hesitation. However, all the groups came on to the stage with the researcher helping them quite often. And there was some murmuring towards the end of the activity. On the whole, this part of the session went well in terms of the participation of the students in it.

Then the researcher moved on to the activity, which was not there in the other batches. He asked the students to get ready with their simplified text and do the following activities in groups of three:

1. Identify and write down all the different metaphors and all the different expressions that Nehru uses to describe Gandhiji.

2. Identify the passage(s) in the text where Nehru suggests that Gandhiji is the father of our nation ‘.

3. Identify the passage(s) in the text where Nehru suggests that Gandhiji is indeed a ‘Mahatma ’.

They were allotted seven minutes to do this activity. All the groups did the activity in perfect discipline. At the end of seven minutes, the researcher asked for the responses. They identified most of the metaphors and expressions.
The researcher needed only to help them with two. And they were specially appreciated for their good performance.

Towards the end of the session, the researcher made a recap of the main ideas that emerged during the different activities of the session. And he appreciated the students for their active participation in the class. And he ended the session by urging them to read the original text back at home that evening, using the Eriksonian sentence used at this place in the previous batches.

Session No.5

This session, just as in the final sessions of the previous batches, focused on encouraging the students to venture into higher levels of thinking based on the given text using NLP tools and giving them further opportunities for oral expression in English. And therefore the objectives, the structure, and the activities of the session remained unchanged from those of the other batches. But the questions for discussion were different, obviously.

The context of this session was significant. It was the final hour of the day in the college and it was not assigned to the researcher. According to their timetable, they were actually free in that hour as the teacher who was supposed to engage the hour was absent on that day. Usually in such a scenario, they would not entertain any substitution, let alone a general English hour, as they could go home early. And even though the researcher’s engaging the session was announced on short notice, the majority of the students stayed back. The researcher noted their noble gesture and appreciated them for it at the very outset of the class.
After the preliminary formalities, the resourceful state exercise was directed and the majority of the class did it with earnestness. They were appreciated for this and then the main activity of the day was taken up in the Eriksonian style. The question-handout was distributed and the activity was explained, groups were formed and the questions were assigned. The following were the questions:

Questions on Gandhiji

1. **What is the context in which Gandhiji lived?**
   
   Hints: The Problems of his times - its Strengths - Opportunities ~ Possibilities - Obstacles

2. **What were the behaviours that he exhibited in his context?**
   
   Hints: Those behaviours which strengthened him - those which did not support him

3. **What were his capabilities?**
   
   Hints: The strategies that he employed in dealing with his reality - those strategies he could have changed - his disposition in the face of difficulties

4. **What were his values?**
   
   Hints: The beliefs that empowered him - those which limited his capabilities

5. **What was he in his context?**
   
   Hints: His role - his mission - what specifically did he want to achieve?

6. **What was his ultimate purpose of existing/ living?**
   
   **Hint:** His purpose in fighting the British or fighting communal violence?
The groups plunged into the activity. There were a lot of doubts from all the quarters. Some slow groups wanted the researcher to give them all the answers. The researcher helped them find out some of the answers they asked, as it was not possible for him to sit with them all through. Anyhow there was a lot of activity by way of asking doubts, clarifying, and explaining. At the same time there were others who took advantage of the situation and engaged in small talk.

At the end of fifteen minutes, the researcher asked the representatives of each group to present their answers before the class. They did, but many of the answers left much to be desired. Obviously they did not get into the spirit of those questions. At the end of their presentation, the researcher spoke on what he thought about each question. And then he lauded the efforts of each group in attempting to answer the questions.

The students who presented their answers spoke with moderate fluency and accuracy; and their confidence level was high. And the fact they had not had much to say obviously affected their presentation. As for the others, the researcher did not believe that they used English in their discussion in the groups. Very few people were seen to be using English for that purpose. In some groups, the questions themselves had to be translated for them to begin their discussion. And the researcher permitted all that in the firm belief that ‘something was better than nothing;’ if such an activity sparked off their creative or out-of-the-box thinking, that could be the first step towards good language use.

Finally, in his concluding remarks, the researcher established beyond doubt that the high opinion in which their teachers held them was true indeed. And he cited several examples to prove that point: their responsibility in
observing the classroom rules, their readiness to accept correction and amend their ways (and he named those students who did that), their active participation in the classroom processes, their sincerity in expressing their present feelings, and their respect for the researcher. And he thanked the students for all these and the wonderful time they shared with him. Wishing them the very best, he wound up.

Post-Test

At the end of the experiment in each batch a one hour test was conducted to assess how far the students assimilated the lesson. The test was not announced in advance in order to assess how far the classroom processes have influenced the learning process. The questions were all short essay type carrying a maximum of fifty marks together. The questions for A, B, and C batches were the same and those of the D batch were different. The following are the two sets of questions:

**Questions for A, B, and C Batches**

*Answer any five. All questions carry ten marks each. Maximum marks - 50*

1. It was from the Garhwali culture that Chandi Prasad learned the basic lessons of ecology. Explain.
2. How did Chandi Prasad become a social activist?
3. What is DGSS? Explain the activities of DGSS.
4. How was Chipko Movement born? Explain some of its activities.
5. What are Bhatt’s views on NBA?
6. What are Bhatt’s views on responsible environmentalism?
7. Chandi Prasad is not just an environmentalist. His work is relevant to rural people everywhere in the world. Explain.
Questions for D Batch

*Answer any five. All questions carry ten marks each. Maximum marks - 50*

1. What are the failures that Nehru mentions in his speech?

2. Why does Nehru say that we are not worthy of praising Gandhiji? How can we pay proper homage to Gandhiji?

3. How did Gandhiji effect a change in us?

4. Nehru feels **that** Gandhiji does not need any monument in bronze. Why?

5. Why does Nehru say “there was a glory and that is no more”?

6. Why and how should we renew the pledge at this time?

7. Why does Nehru say **that** Gandhiji was great **in** his life and he is greater in his death?

The researcher did not find much enthusiasm among the students to take the test. The reason could be **that** they were not used to writing a test off-hand.

The following are the test scores - batch-wise as well as class-wise.

**Table 19**

Batch-wise and Class-wise Post-Test **Marks**

<table>
<thead>
<tr>
<th>Marks%</th>
<th>A Batch</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th>D Batch</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Phy</td>
<td>Bot</td>
<td>Zool</td>
<td>Total</td>
<td>%</td>
<td>Maths</td>
<td>Chem</td>
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<td>80-100</td>
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<td>0</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>60-79</td>
<td>7</td>
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<td>0</td>
<td>8</td>
<td>13</td>
<td>4</td>
<td>1</td>
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<tr>
<td>50-59</td>
<td>13</td>
<td>0</td>
<td>2</td>
<td>15</td>
<td>25</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>35-49</td>
<td>10</td>
<td>4</td>
<td>4</td>
<td>18</td>
<td>30</td>
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<td>10</td>
</tr>
<tr>
<td>0-34</td>
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<td>6</td>
<td>9</td>
<td>18</td>
<td>30</td>
<td>9</td>
<td>18</td>
</tr>
<tr>
<td>Total</td>
<td>34</td>
<td>11</td>
<td>15</td>
<td>60</td>
<td><strong>100</strong></td>
<td>28</td>
<td>34</td>
</tr>
</tbody>
</table>
As per this table 15% of the A batch students scored above 60% of marks in the post-test. 8% of the B batch students, 11% of the C batch students, and 53% of the D batch students also scored above 60% marks. 25% of the A batch students, 11% B batch students, 9% of the C batch students and 23% of the D batch students scored between 50%-59% marks. 30% of A batch, 37% B and C batches and 19% of D batch scored between 35-49%. And 30% of A batch, 44% of B batch, 43% of C batch and 5% of D batch students failed to score pass mark, i.e., 35%. The following charts explain the subject-wise as well as the batch-wise distribution of marks.

Fig. 71. Post-Test Marks: A Batch

This chart shows that about three quarters of the students have passed the test. And a little more than a quarter of the students failed to score the minimum pass mark. A sizable number of the students (15%) are placed in the first class,
i.e., above 60%. And a good number of them (25%) have secured second class marks too. The largest segments of students (30% each), however, are in the third class category, i.e., between 35%-49% as well as in the failed category. And only one student (2%) was able to score above 80% of marks.

![Chart Diagram](image)

**Fig. 72. Subject-wise Post-Test Marks: A Batch**

This diagram says that only a negligible number of Physics students failed in the test while in Botany and Zoology they are 55% and 60% respectively. More than 60% of the Physics students scored above 50% marks while they are just 10% or below in Botany and Zoology. The highest number of students in the passed category in Botany and Zoology is in the third class segment. It is also noticeable that nobody scored above 60% in Zoology.
This diagram shows that more than 60% of the students of B batch secured pass mark in the post-test. About 20% of them scored above 60% marks and were placed in the first class. 44% of them failed to score the minimum pass mark. And about 10% of them scored above 80% too.

As per this chart, about 70% of Mathematics students and about 50% of Chemistry students secured the minimum pass mark in the post-test. Among the
passed students, the largest segment is in the third class category - about 45% in Mathematics and about 30% in Chemistry. About 15% of Mathematics students secured first class marks while their number is negligible in Chemistry. It is also noticeable that nobody scored above 80% in both the classes. The percentage of failure in Mathematics and Chemistry is 32 and 53 respectively.

![Pie chart](image)

**Fig. 75. Post-Test Marks: C Batch**

This pie-chart suggests that about 60% of the C batch students passed the test with the largest group among them placed in the third class. They form 37% of the batch. About 10% each of them are placed in the first class and second class. 43% of the batch failed while 6% of them scored above 80%.
This diagram makes it clear that there are no failures among the English students. And 35% of them are placed in the first class with 25% of them in the above 80% category. About 30% of them secured second-class marks and 35% of them secured third class. As for the Malayalam students, out of the total eight, just one student passed and is placed in the second class. In Economics, 53% of the students failed and 45% were placed in the third class. And just one person (2%) managed to score above 60%.
This diagram shows that more than half (53%) of the Commerce students scored first class marks. Of these 12% are in the above 80% category. 23% of the students scored second-class marks and 19% scored between 35-49%. Only a negligible per cent (5%) of them failed to score the minimum mark for a pass.

**Pre-Test/ Internal Marks**

No pre-test was conducted and instead the internal mark of the previous semester was taken to assess the level of the students before the experiment. The following table shows their internal marks distribution.
Table 20

Batch-wise and Class-wise Internal Marks

<table>
<thead>
<tr>
<th>Marks%</th>
<th>Phy</th>
<th>Bot</th>
<th>Zool</th>
<th>Total</th>
<th>%</th>
<th>Maths</th>
<th>Chem</th>
<th>Total</th>
<th>%</th>
<th>Eng</th>
<th>Mal</th>
<th>Eco</th>
<th>Total</th>
<th>%</th>
<th>Com</th>
<th>%</th>
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<td>80-100</td>
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<tr>
<td>60-79</td>
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</tbody>
</table>

This table says that 22% of the A batch students, 2% of B batch students, 20% of C batch students and 59% of the D batch students secured first class marks. Of these only in the D batch, a notable number of students (14%) were placed in the above 80% category. In the other batches their number is negligible. 17% of the A batch students, 10% of B batch students, 9% of C batch, students and 22% of D batch students scored second class marks. As for third class, 23% of A batch students scored between 35 and 49 per cent of marks. And their percentage in the B batch was 22, and in the C batch it was 19 while in the D batch they formed 14% of the total number of students. The failed students formed the largest segment in A, B, and C batches. They are 38%, 66%, and 52% in the A, B, and C batches respectively. And in the D batch, they are only a thin minority - just 5%. The following are the pictorial representations of the distribution of these marks in each batch as well as in each subject.
**Fig. 78. Internal Marks: A Batch**

This pie chart shows the pass percentage of A batch to be above 60%. And the first class, second class and third class percentage is almost evenly distributed. Just one student (2%) scored above 80% marks. And 38% of the students failed to score pass mark.

**Fig. 79. Subject-wise Internal Marks: A Batch**

This diagram shows that about 90% of the Physics students scoring above the minimum pass mark. About 30% are placed in the third class, 18% secured second-class marks, and 35% got first class. And one student got above 80% marks. The percentage of failure is just 12%.
In Botany and Zoology, the rate of failure is a whopping 73%. Just 27% of the students belonging to both these subjects passed. In Botany no one was able to secure a first class. 18% of them scored second-class marks and the remaining 9% were placed in the third class. And in Zoology, 7% students scored first class marks. The same percentage of students was placed in the third class too. The rest, 13%, scored second class marks.

![Chart](image.png)

**Fig. 80. Internal Marks: B Batch**

It is inferred from this chart, the majority of the B batch students failed in their second semester internal test. And their percentage is 66. The majority of passed students are placed in the third class (22%). 10% secured second class. Just one student (2%) scored above 80%. And there was no one in the 60-79% category.
Fig. 81. Subject-wise Internal Marks: B Batch

This diagram shows that an overwhelming 71% of the Mathematics students failed to score the minimum pass mark. Of the remaining 29% who passed, 18% secured third class marks, and 7% scored second-class marks. Just one student (4%) scored above 80%. In Chemistry too majority (62%) of the students failed. 26% of them managed to score third class marks, and the remaining 12% were to be content with second-class marks. And nobody was able to score above 60%.
More than half (52%) of the C batch students failed to score the minimum pass mark in their second semester English internal test, according to this chart. Of the remaining who passed, 20% secured first class, 9% secured second class, and 19%, third class.

The above chart suggests that the failure percentage among the English students is negligible. It is just 6%. And 64% of the English students scored first
class marks, with 17% of them scoring above 80% marks. 18% of the students were placed in the second class while just 12% scored third class marks.

As for Malayalam, just one student passed in the second class while all others failed to score minimum pass mark. In Economics too the number of failure is a whopping 65%. And 5% each secured first class and second class. The remaining 25% scored third class marks.

Fig. 84. Internal Marks: D Batch

In the case of B.Com students too, the percentage of failure is just 5%. And 59% of the students passed with first class with 14% scoring above 80%. As for the rest, 22% of them secured second class and 14% managed a third class.
**Internal Marks Vs Post-Test Marks**

It is now well in place to compare the internal marks with the post-test marks and see if there is any difference. The following charts illustrate first, the batch-wise and then the subject-wise comparison between the two.

![Fig. 85. Internal Marks Vs Post-Test Marks: A Batch](image)

This chart shows a notable drop in the number of failures in A batch in the post test vis-a-vis the internal marks. It came down from 38% to 30%. Therefore the total pass percentage has gone up from 62% in the internal examination to 70% in the post-test. The third class percentage went up from 23% in the internal examination to 30% in the post test. Similarly the second class percentage went up from 17% to 25%. But the number of students who secured first class dropped from 22% in the internal to 15% in the post test. And the percentage of students who scored above 80% remained unchanged in both the test.
As the above diagram shows, there is a sharp decline in the percentage of failure in the post-test from that of the internal examination. It came down from 66% to 44%. And the number of students who managed a third class too increased considerably - from 22% in the internal test to 37% in the post-test. The percentage of students who secured second class is almost the same: it is 10% in the internal test and 11% in the post-test. The number of students who scored above 60% marks also increased from 2% in the internal test to 8% in the post-test. However, there was no one in the above 80% category in the post-test whereas there was one person in that segment in the internal test.
As per this diagram, the overall pass percentage went up from 48% in the internal test to 57% in the post-test. Consequently, the number of failures came down from 52% in the internal examination to 43% in the post-test. And there is a sharp increase in the number of persons who secured third class: it rose from 19% in the internal test to 37% in the post-test. The number of students who secured second class remained unchanged at 9% in both the tests. And as for those who scored above 60%, their percentage came down from 20% in the internal test to 11% in the post-test. But the number of persons who scored above 80% was almost the same in both the tests: it was 5% in the internal test and 6% in the post-test.
Fig. 88. Internal Marks Vs Post-Test Marks: D Batch

This diagram shows that the overall pass percentage remained unchanged with the failure percentage remaining at 5% in both the tests. There is an increase in the third class percentage in the post-test: it rose from 14% to 19%. And there is a decrease in the first class percentage in the post-test: it dropped from 59% in the internal test to 53% in the post-test. And the percentage of students who secured second class is almost the same: 22% in the internal test and 23% in the post-test.
This diagram makes it clear that there is a slight decrease in the number of failures in Physics in the post-test. It was 12% in the internal examination and 9% in the post-test. The number of third class dropped from 35% in the internal test to 29% in the post-test. Then there is the sharp increase in the second-class percentage in the post-test: it rose from 18% in the internal test to 38% in the post-test. As if to balance this, there is a similar drop in the first class percentage: it dropped to 24% from 35% of the internal score.

This diagram shows a considerable increase in the pass percentage in Botany in the post-test: it went up from the 27% of the internal examination to
45% in post-test. This is because of the fall in the percentage of failure: it fell from the whopping 73% in the internal test to 55% in the post-test. And there is the notable increase in the post-test percentage of third class pass. It jumped from the low 9% of the internal test to a modest 36% in the post-test. The number of students who scored above 50% dropped from 18% in the internal test to 9% in the post-test. However, the entire 9% was placed in the first class whereas nobody from the 18% of the internal test scored 60% or above.

![Bar chart showing Internal Marks Vs Post-Test Marks: Zoology](chart.png)

**Fig. 91. Internal Marks Vs Post-Test Marks: Zoology**

It is evident from this chart that the number of students who failed in the post-test is notably less than their number in the internal examination. It dropped from 73% to 60%. And there is a sharp increase in the third class percentage in the post-test: it rose by 20% — from 7% to 27%. Though the number of students who scored second class marks is the same in both the tests, nobody could score first class marks in the post-test while 7% of the students scored first class marks in the internal examination.
As per this diagram there is a giant leap in the overall pass percentage. It leaped from a paltry 29% in the internal test to a modest 68% in the post-test. In consequence, the percentage of failure dropped from a high of 71% in the internal examination to 32% in the post-test. The number of students who managed a third class went up from 18% in the internal test to 47% in the post-test. The percentage of second class remained unchanged in both the tests. And the first class percentage went up from 4% in the internal test to 14% in the post-test. However, all those 4% in the internal test belonged to the above 80% category whereas nobody was placed in that category in the post-test.
Fig. 93. Internal Marks Vs Post-Test Marks: Chemistry

In Chemistry too there is an increase in the overall pass percentage. It went up from 38% in the internal examination to 47% in the post-test. Consequently, the failure percentage dropped from 62% in the internal test to 53% in the post-test. And one may notice a 3% increase in third class, second-class, and first class percentage in the post-test.

Fig. 94. Internal Marks Vs Post-Test Marks: English

This chart shows that failure was eliminated among the English main students in the post-test. Only 6% had failed in the internal examination. That
too was erased in the post-test. The number of third class grew from 12% in the internal test to 35% in the post-test. Similarly, the second-class percentage increased from 18% to 29% in the post-test. But the percentage of those who scored between 60% and 79% dropped from 47% in the internal test to a paltry 12% in the post-test. And the percentage of the 80% or above category went up from 17% in the internal test to 24% in the post-test.

![Fig. 95. Internal Marks Vs Post-Test Marks: Malayalam](image)

This chart suggests no visible change in the performance of students in both the tests. Only one person managed to pass in both the tests. He too does not show any change in the percentage of marks. He was placed in the second class in both the tests.
In Economics, there is a modest rise in the overall pass percentage in the post-test. It increased by 13%. This is reflected in the percentage of failure, which dropped from 65% to 52%. And there is a sharp increase in the third class category in the post-test. It was 25% in the internal test and 45% in the post-test. However, the number of students who scored above 50% dropped from the 10% of the internal test to 3% in the post-test.

**Internal Marks Vs Post-Test Marks**

**Overall Summary**

The figure given below is the overall summary of internal and post-test marks. The green shades show improvement in student performance (i.e., better marks in the post-test). The red shades show the other way. Overall, performance of 80 students improved and that of 66 students went down. But when we look at lower buckets (0-19, 20-34), the post-test shows significant improvement (47 Vs 23).

**Fig. 96. Internal Marks Vs Post-Test Marks: Economics**
**Overall Summary**

<table>
<thead>
<tr>
<th># Students</th>
<th>Post-Test Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Internal Marks</strong></td>
<td>0-19</td>
</tr>
<tr>
<td>0-19</td>
<td>27</td>
</tr>
<tr>
<td>20-34</td>
<td>10</td>
</tr>
<tr>
<td>35-50</td>
<td>7</td>
</tr>
<tr>
<td>50-59</td>
<td>12</td>
</tr>
<tr>
<td>60-79</td>
<td>10</td>
</tr>
<tr>
<td>80-100</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>44</td>
</tr>
</tbody>
</table>

Fig. 97. Internal Marks Vs Post-Test Marks: Overall Summary

**Batch-wise Summary**

Batch-wise performance summary is provided in the chart below. The difference of the post-test and Internal marks is segmented into different groups. The segment ‘0-9’ means an improvement in post-test marks. We can see that in all the batches the improved students percentage is higher than 50.

Fig. 98. Difference of Internal Marks Vs Post-Test Marks: Batch-wise
Subject-wise Summary

The next level of the summary is at the subject level. Charts similar to those used for batches are used here. Here also we can see the same results as the improved students percentage is higher than 50, except Malayalam and B.Com. In B.Com and Malayalam improved students percentage is exactly 50.

Fig. 99. Difference of Internal Marks Vs Post-Test Marks: Subject-wise

Conclusion

In this chapter the researcher has attempted to give as clear a description as possible of the three rounds of the study he undertook. The objectives of each session have been put forth and its detailed structure given; how the session was actually conducted, how it was received by the students, and how the researcher conducted himself in the process have also been detailed. Special attention has been paid to explaining the the rationale behind each unfamiliar method or strategy. And finally a detailed analysis of the post-test scores vis-a-vis the internal marks is also given. Interpreting the responses and the post-test scores is what remains.