Second Language Acquisition Through Neurolinguistic Programming: A Psychoanalytic Approach

A. Delbio[1]*, M. Ilankumaran[2]

[1]*Research Scholar in English, Noorul Islam Centre for Higher Education, Kumaracoil.*
[2]*Professor of English, Noorul Islam Centre for Higher Education, Kumaracoil, Thuckalay, Tamilnadu, India.*
E-mail:mikumaran@yahoo.com
*Corresponding author E-mail: delbiodel@gmail.com

Abstract

English is the only lingua-franca for the whole world in present age of globalization and liberalization. English language is considered as an important tool to acquire a new and technical information and knowledge. In this situation English learners and teachers face a lot of problems psychologically. Neuro linguistic studies the brain mechanism and the performance of the brain in linguistic competences. The brain plays a main role in controlling motor and sensory activities and in the process of thinking. Studies regarding development of brain bring some substantiation for psychological and anatomical way of language development. Neuro-Linguistic Programming (NLP) deals with psychological and neurological factors. It also deals with the mode of brain working and the way to train the brain to achieve the purpose. Many techniques are used in the NLP. It improves the fluency and accuracy in target language. It improves non-native speaker to improve the LSRW skills. This paper brings out the importance of the NLP in language learning and teaching. It also discusses the merits and demerits of the NLP in learning. It also gives the solution to overcome the problems and self-correction is motivated through neuro-linguistic programming.

Keywords: *Neuro-linguistic programming, acquisition, behavioral, environment, modeling, rapport, conscious and unconscious mind, visualization anchoring, natural method.*

1. Introduction

English Language Acquisition has a number of difficulties faced by learners. Most of the students show opposition to learn English, because they consider English is not adequate for them. They may not perform well in all the activities held in the classroom. The pupils use to get deviation from English language. The teacher can create a better environment and opportunities for the learner through Neuro Linguistic Programming. The learning process gets comprehensible, easier, interesting and humorous for the students. The NLP is the technique used for the learner to understand the second language learning and teach them, it is not boring and difficult task. The NLP makes the students to distinguish the processes of decision making, communication, motivation and learning.

2. Language

Language plays a main role in human activities. The purpose of the language is to communicate and bond up with culture. One can represent the world through language and create better environment. Language learning process was given vital role for the children to understand and express the ideas. Judith Greene says that language functions in two ways. They are external communication and internal representation like thoughts and feelings.

Language proficiency is needed in linguistic competence. It is considered a divine gift of articulate speech. The major utility of a language is interaction and transaction. Language is not taught by others but it should be acquired from the environment.

2.1. English as a second language acquisition

English language is regarded as world language in comparing with other language. English is the language which was spoken widely. One person can survey in all over the world with the help of English language. English has been spread all over the world. English has been used as a medium of instruction in colleges and universities. It is language used for business purpose. English language is a language of administration. It was evolved from parent family known as Indo-European family of language. English was the language of to England. Beyond the British colonies, English was spread all over the World. English is given much importance in the field of education. English plays an important role in internet and press. People think that learning English is very difficult and confusing task. But it is easiest language to learn because so many resources are available in order to improve the language fluency. English is the language used widely in the world. Most of the people considered English as their second language. First and second language is considered L1 and L2 learning. L2 learning should be acquired as the child acquires the first language. There are two ways of learning a language, they are conscious and subconscious learning process. First language is acquired through subconscious way and second language can be acquired through conscious process.

2.2. Psychological factors affecting language acquisition

Psychological factors play a main role in language learning. The factors affect in formulating, inspiring, and promoting learning. Language skills are deeply associated with mental process. It

prompts both positive and negative factors. Some psychological factors in language learning are lack of confidence, self-esteem, anxiety, language stress, fear of making mistakes. These factors are the fundamental section in learning and speaking the second language. Psychologically Anxiety is formulated from the fear of losing self-identity. More complicated processes in this factor are lack of confidence and social fear. The students may utilize the opportunities and it may help to overcome social fear and more practices bring changes and improvements in life. Positive attitude helps the learners to improve in language learning

2.3. Psychological approach in language learning

Psychology is the scientific study of behaviour. The behaviour can be studied through some techniques and approaches. It leads only through observation. Various modes of observation bring some methods and approaches. Some methods are Introspection Method, Psychoanalytical Method and Naturalistic observation Method etc. Introspection method is the oldest method for studying the behaviour, which reads the mind of human beings. The behavioural events is observed through naturalistic events is known as Naturalistic observation Method. The unconscious process of mind is observed through psychoanalytical approach. This approach analysis some psychological factors like anxiety, stress, fear and lack of confidence etc. Neuro-linguistic Programming is also one of the techniques to recognize the human behaviour. This technique observes the internal way of thinking and experience. TheNLP studies the relationship between brain, language and behaviour. This method is considered natural approach in learning a new language. Language acquisition is given more criteria than language learning. The NLP can be divided into three segments. Neuro is the first segment which studies the relationship brain and language. It also studies the functioning of human brain. Linguistic is considered as second segment. This segment studies the functioning of second language learning. The third segment is programming which studies the methods and techniques to attain the language.

2.4. Language and brain

People have no competency about the usage of their vocal cords. They are able to understand the language and know to use the written forms of the language. Human communication through sign language depends on visible gesture. D.E. Broadbent states that "One of the functions which our brains must perform is the prediction of the events which have just occurred in the present." Most healthy adults have the language ability which appears in specific areas of the left hemispheric cortex. A unique branch of linguistics is termed as neuro linguistic. It trains the physical structure of the mind and it identifies the language creation and conception of learning. There are many methods to improve second language from nineteenth century. Some methods are Grammar Translation Method, Direct Method, Bilingual Method, Deductive Method Communicative Approach, etc. Neuro-Linguistic Programming is the new method used in language learning. It examines the connection between language and brain. Neuro-Linguistic Programming proposes skills, strategies and techniques to overwhelm the mental difficulties and helps to develop the self-learning and self-motivation.

3. Neuro linguistic programming

Neuro-linguistic Programming deals with cognitive processes. It analyses the internal mental activities like thinking, remembering, perceiving and learning. Psychological studies are made to solve the problems and other cognitive activities. Brain activities and the mental processes are interdependent. Cognitive process involves in acquisition of language, storage, manipulation and transformation of information. Psychological studies inferred the

observations of people's verbal behaviour, reactions and non-verbal cues. For example observer cannot observe how the person observes the object, but the observer may infer it from the reaction of the person. Neuro linguistic programming was proposed by Richard Bandler, expert in mathematics and computer, and John Grinder is a linguistics professor. The NLP was established in the University of California in 1970. Neuro Linguistic Programming is used as a technique for communication and individual development among managers, trainers, sales people, counsellors, and lawyer, etc. The NLP provides a person the chance of creating themselves an excellent learner of second language. Di Kamp say that, NLP offers a framework for developing yourself entirely on how people set themselves up unconsciously when they are being excellent. It spells out the underlying principles which enable people to develop their potential in whatever context and by whatever specific path. This provides a universally applicable framework with room for customizing to suit individual and cultural needs, not as imposed rigid structure which limits possibility rather than extending creative potential.

Neuro Linguistic Programming analyses the whole mind-body system of a human connections between inner development, language and behaviour. The most important aspect of Neuro Linguistic programming is to analyze the internal and external experience of human behaviour, language and communication.

3.1. Principles of NLP

The teacher may find many techniques to improve the communication skills of students and maintain understanding with peer group and teacher. The NLP creates better atmosphere in the classrooms. Based upon the situation, Neuro Linguistic Programming models are used to achieve the target. The principles of the NLP are the basic elements of its techniques. The basic principle of the NLP is communication. The teacher finds the areas of weakness and act accordingly. Poor communication brings some draw out from society, so the NLP motivates communication skills. It also improves personal and interpersonal development.

The next principle of the NLP is "The Map is not the territory" which means something is there beyond the life. The teacher may teach the methods and rules of language, unless the students did not practice the technique, the students cannot attain the goal. Another principle of the NLP is "Behavior is inherently leaned toward adaptation". Human beings adopt the natural behaviour. They may adopt or change themselves and they modify the behaviour. Neuro Linguistic Programming models and techniques may help to change the behaviour. The NLP provides a student to maintain individual relationships with peer group and students. It increases persuasive skills and self-esteem. The NLP makes the students to have a positive thinking and mental attitude. It mainly helps the students to achieve a goal. It helps the learners to solve the problem in a creative way and make them change the attitude of learning.

3.2. Primary foundations of NLP

Neurophysiology highlights the procedure of language and cognition of the brain in learning.

It is a multidimensional action. Language and thinking improves from different phases of brain. A language aspect is associated with a different aspect of brain. The NLP is program which influenced in whole learning process. The basic elements of the NLP are rapport, Sensory awareness, Outcome thinking, Behavioural flexibility.

Rapport

The main pillars in the NLP are communication and forming relationship with others in better way.

A deep study of the NLP gives tools and technique to become a good communicator. It helps to build better rapport with others and lead a superior and more effective life.

Sensory awareness

The NLP helps an individual to have awareness with surrounding, environment etc. It helps to shape and sharpen the sense of human being and make them to be aware of happening in their environment.

Outcome thinking

The NLP gives importance to thinking power. It advises the person to analyze his problem and take decision accordingly. It helps in discovering the genuine motivation behind the life.

Behavioural flexibility

Neuro Linguistic Programming encourages the students to be adoptable in the entire situation. It also instructs the learner to accept the changes in their life.

3.3. Neuro-linguistic programming and second language acquisition

The mind is the most complex organ in the human being. It is in charge of thought, dialect, feelings, memory, etc. Human mind views the world through the hearing, vision, touch, development, taste, and smell. Knowledge of the mind and neurological procedures is necessary to understand about the language learning. Learning of the mind and its neurophysiology prompts for better understanding of language development. Improving knowledge about the language is the basic treatment given in the classroom. Ullman stated, "Importantly, if the systems underlying the target domains are well understood, they should yield clear predictions about language, based solely on non-language theories and data". Consequently, learning of the mind and its structures motivates to produce data about language. Neuro-Linguistic Programming provides new standard for acquiring second language acquisition. In second language classrooms the NLP affords efficient communication skills. The NLP approach is required for developing self-directed atmosphere in classroom. There are two components for effective L2 learning classroom. The components are implicit competence and explicit knowledge. Conscious knowledge is the other term used for explicit knowledge. In this process, the individual owns grammar rules, vocabulary and other aspects of language. Those details can be finds from text and other sources. The ability of spontaneous overflow of language can be found in implicit competence. It unconsciously acquires the use of vocabulary and structures of the language with the help of the NLP. These two components help the learner to attain its height. The trainer shall keep the goal in their mind and to enable them to conceptualize these two segments.

3.4. Training to improve language acquisition NLP

The human mind shows various physiological and structural attributes. In all humans the left side of the physique is organized by the right hemisphere whereas the right side of the body is controlled by the left hemisphere. This organisation is called contra lateral neural control. The left side of the brain controls the language system. In learning a new language the brain and memory get boosted. There are some techniques to improve the brain power are discussed below.

Physical exercise

It improves the brain power by forming new brain cells and existing neuron gets advanced. It also increases the size of hippocampus, which is located in brain's medial temporal lobe and closely associate with memory and learning. When the learning process gets stopover the brain gets shrink. Lifelong learning may increase the brain power and its function.

Mnemonic training

Another term for mnemonic is memory tool. It is a technique used to remember certain information which finds difficult to recall. Human brain involves in interpreting complex provocations such as images, colours, emotion, sounds, language, etc. Memory stores are those memorandums in effective manner. In the modern era, one has to remember a lot of information in accordance with academic activities and other. The brain may not easily encode the written information and finds difficult to recall the facts. The types of Mnemonics are discussed below.

Music mnemonics

Hearing music improves the left temporal lobe and involved in verbal memory. The students easily learn the lyrics of the songs. This is one of the techniques used to remember the things. The trainer may instruct the learner to make a song out of information to recall the important ideas. Advertisement on TV is telecast in connection with music and it helps to recall the product in shopping. Thus, Music Mnemonics helpto evoke the information.

Name mnemonics

In Name Mnemonic, the first letter of each word is used as a name of a person or thing. Examples: ROY G.BIV= colours of the spectrum (**R**ed, **O**range, **Y**ellow, **G**reen, **B**lue, **I**ndigo, **V**iolet.)

Expression or word mnemonic

This mnemonic is popularly used by the learner. In Expression or Word mnemonic, the first letter of each word is arranged in the form of phrase or word. For example, In English language the seven coordinating conjunctions are **F**or, **A**nd, **N**or, **B**ut, **O**r, **Y**et, **S**o. The word used as FANBOYS.

Model mnemonics

In a Model Mnemonic the trainer may use some model to the learner. This mnemonic helps the learner to recall the things as possible.

Ode or rhyme mnemonics

An Ode or Rhyme Mnemonic brings the information in the form of a poem. For example for the number of days in each month is;

> "30 days hath September, April, June, and November.
> All the rest have 31
> Except February my dear son.
> It has 28 and that is fine
> But in Leap Year it has 29."
> The learner is advised to play some brain games like logic puzzles, crosswords, Sudoku, etc. This may increase the executive function of brain, working memory and processing speed.

3.5. Difficulties in neuro linguistics

Brain damage is one of the aspects, which results in poor language acquisition. A person who is affected by stroke in the right

hemisphere fails to control the left portions of physique. While there is damage in the right hemisphere, it experiences permanent language loss. Aphasia means the cognitive loss of language. It includes the problems of understanding language and expressing thoughts by means of language. It also encompasses the problems with reading and writing. Due to brain injury, the speech skills would be affected. Brain damage results in communication problems as well. It causes cognitive difficulties like memory impairment and difficulties in attention retention. The muscles of the vocal apparatus and the cognitive structure of the language is affected and distracted by stroke. Douglas Brown says "The existence of a hierarchy in cognitive organization implies the possibility of organizing language curricula according to such a hierarchy." Children who have language acquisition are the victims of specific language impairment owing to heredity. Children born with this disorder have normal intellect, but as children, they are remarkable to attain language naturally. These children grow up without obtaining any grammatical patterns.

4. Problem of the students

Second language learning finds difficult task for the students, because it is new to them. Mother tongue influence is the main problem in learning a second language. The grammar rules and principles of second language are more complicated. The students are not interested in learning syntax and structures of new language. The students consider English as a subject rather than language. They need to show conscious mind and full attention in learning. The learning process may get spoiled due to distraction. The main reasons which affect the second language learning are anxiety, fear and shyness. Proper appreciation lacks in rural pupil. Some students did not get proper training, motivation and reinforcement to learn second language. The negative reinforcement leads the students to improve inferiority complex. Most of the situation the students did not get chance to clarifies the doubts, because of fear and shyness. Behaviour of the students can be modified.

In human life, changing and developing are the main character to develop their behaviour. This brings the learning process for better. Good learner needs to change their attitude towards learning a second language. The teacher tries to solve the problem of the students in learning a second language. In that situation, they apply certain methods and techniques to develop the learners' ability. While doing so the learner fails to concentrate and adopt the method. The students may not give conscious approach in learning through those methods, so the approach becomes unsuccessful. The main role of the teacher is to find the problem of the students and apply the NLP techniques to solve the difficulty in the language learning.

4.1. Neurological levels

The NLP introduces neurological levels and it finds one of the powerful tools for personal change. It was advanced by Robert Dilts. The NLP affords an outline for understanding the individual problems and includes six different levels. The first level is Environment. This level examines about the surrounding and how it reacts. Second level is Behavior. It involves in thinking, speaking, listening, responding and taking sensible action by the learners. It instructs to achieve the goal. Capability includes collection of behaviors general skills and strategies which is used in day today life. The students ability was evaluated by the teacher and act accordingly with the help of the NLP. Beliefs and Values are very important in learning, which deals with how far the learner is giving importance to language acquisition. Identity is based on sense of the pupil. Students may fall in confusing stage because of negative thoughts. Identity shapes the person and it created through positive attitude. Spirituality connectedness goes deepest level in shaping the pupil. Spiritual level modifies and guides the students to attain the existence of learning.

4.2. Perceptions in NLP

The main concept in the NLP is Representational systems, eye movements, sub-modalities, anchoring, sensory acuity, meta-programmes and modelling.

4.3. Representational systems

The problem faced by the learner is how they understand the world. Human understands the world through their five senses. It is named as representational systems in the NLP. Alder and Heather says In establishing rapport, a person's representational system provides an important area of 'likeness'. The way that a person creates and runs their 'mental map' reflects their true identity. If you can identify and use a person's primary representational system, you will, in effect, 'speak their language', and will communicate better. Mutual understanding will increase because of the common system you both use. Using a different representation, however, means the listener has to 'translate' what you say. For instance, they have to translate a visual image into something that 'sounds' or 'feels' right. This may seem like hard work. And it can lead to misunderstanding. Hence the benefits of matching thinking style to achieve better communication. Representational system works on five senses.

- Visual (images)
- Auditory (sounds)
- Kinesthetic (touch and internal feelings)
- Gustatory (tastes)
- Olfactory (smells)

The NLP during visualization brings certain energetic facts to conquer success. This program advocates for creative thinking. In this technique, picture graph, videos, use of blackboards and charts is used to remember certain ideas. Picture speaks more words than dictating. The mind recalls the picture and remains the concept. The teacher may use flash cards and charts to enable the students to have a clear understanding about a word and its meaning. Auditory in the NLP deals with thoughts and speech of the person. The auditory makes the students to listening to the words of the teachers and tries to learning those words. The tasks are story-telling, reading, explanations and listening to speech and listening to audios. This improves listening skill, style of speech, intonation and pitch of the language. Kinaesthetic deals with the emotional aspects. It comprises drama, mime, writing own stories. Gustatory and Olfactory are closely linked together. It gives less importance to mental processing. Thus, the students have different types of learning. The teacher can recognize the NLP methods to offer pupils with current ways of learning. The difficult faced by the learners in second language acquisition is anxiety. There are various types of learners. The students may find difficult in following the method, so they feel afraid of doing mistake. The teacher can follow the NLP approach to eliminate the fear and anxiety of the learners and make the learner to feel comfortable in learning a new language.

4.4. Techniques in neuro-linguistic programming

The NLP instructor follows some techniques to teach the language effectively. This method gives more importance to practical knowledge than theoretical understanding of language. The elementary techniques of the NLP are Anchoring, Visualization. Modelling Rapport, Modelling, State Management.

Anchoring

Anchoring is the practical approach and psychological method. In this approach, the teacher gives some input and tries to bring out the internal idea of the students.

The teacher may ask some questions to bring some creative answer from the pupil. This method supports in decreasing stress, fear and anxiety and brings the inner feeling and solves the problems.

Visualization

Visualisation mainly focused on images and pictures. The teacher shows the picture to the students and asks them to bring the creative answer from the picture. The mistakes are not given importance and this method improves fluency. The tools used in this approach are Videos, charts, flash cards.

Modelling rapport

The important strategy in the NLP is rapport. It is necessary in advocating powerful communication. Postures, body gestures, facial expressions are main techniques used in this method. It helps to have a good relationship between teacher and students. It creates positive learning environment. The students can practice speaking in front of the mirror, so that they can improve the body language in speaking. This improves communication skill effectively.

Modelling

The students may take the role model of some great personality. They can listen to the speech of the native speaker and try to imitate them. They are advised to concentrate on body gestures, lip movements and the pronunciation of the native speaker. It is practical approach, so it is easy to adopt and improve fluency.

State management

In this method, the students were trained to tackle the difficult situation. This method gives attentions to mental control and emotional control.

4.5. Teaching method in neuro linguistic programming

Dictation method is one of the best methods to improve the spelling of the students. The teacher reads the sentence and the students need to write it without mistakes. The mistake is corrected by the teacher and motivates the students to re-correct the passage. Instead of teaching drama or short stories it can be played in the form of movies. This is one of the techniques to improve the visual sense. To improve the pronunciation and intonation, some speeches are played repeatedly. The NLP follows the natural method of second language acquisition. This technique is used to teach English language. Failure and success is determined by the behaviour and thoughts. It can be taught in right way to get success. The unconscious mind may collect more information than the conscious mind. The NLP helps the unconscious mind of the learner. The movies can be played which is related to their subject. It makes them to remember the topic. Moreover, the teacher can create some activities to engage them in learning.

4.6. Phases in NLP

English is considered as second language in most of the country. English is the international language. There are many methods to improve English language. Neuro linguistic programming is one of the methods to develop the target language. The NLP decrease worries, anxiety and feeling. It improves motivation among the pupil. There are five phases in learning a language.

i.   At first, the learner should choose the best institution which follows the neuro linguistic programming. English can be developed through the NLP. Its techniques can be acceptable in all aspects.

ii. In the second stage, the NLP gives importance to sensory organs. The learner can choose visual or auditory method in learning English, because it based on the individual difference among the students. Some students may be interested in listening audio and others were involved in seeing pictures and other models. The NLP supporters the learner to choose their own way of learning.

iii. During the third step, the NLP focused on unconscious mind in language acquisition. Learner gives more attention in videos and audios. Through this, the language can be improved effectively.

iv. In the fourth step, the learners are advised to listen to the native speakers. They were instructed to reproduce the native speaker slang. By doing so, they can develop the personality like English man.

v.   The fifth step is the stage of relaxing. The students are not given more stress in learning an language. In the final stage, the pupils are instructed the practice the task of NLP.

4.7. Advantages of neuro linguistic programming

- Neuro linguistic programming is a natural method.
- It developed the language acquisition through psychological aspects.
- NLP uses the method of first language acquisition.
- It gives important acquisition than learning.
- It gives positive environment in learning.
- NLP advocates in reducing stress and efforts.
- Practical knowledge is given important than theoretical.
- Creativity is given importance.
- Sub-consciously students learn the language.
- Video, audio, moving pictures and scripts are used to bring interest among the students.
- The students enjoy in the NLP classrooms.
- It is a method of self-motivation and self-awareness.
- Motivation is the main tool used in this method.
- Rapport between a teacher and students brings success
- It gives importance in personality development.
- Remedial teaching is given important in this programming.

4.8. Disadvantages of neuro linguistic programming

- It is time consuming process.
- Teachers are not aware of the techniques in the NLP.
- All the skills are not practiced in this method.

5. Conclusion

This paper deals with the new technique called Neuro Linguistic Programming Neuro Linguistic programming is considered the best method in language acquisition. It trains the human mind and develops the positive thinking. It develops the creative thoughts, and problem solving skills. The NLP improves the teaching learning process. The students can be free from worries and psychological pressure. It brings the positive learning environment. This technique is a natural method. It trains the students in the way they learned their mother tongue. Neuro-Linguistic Programming helps the students to become more resourceful and attain the success. Most of the researchers found grammar translation and direct method are the best method. At present situation, practical learning is given more priority than

theoretical learning. Neuro linguistic programming is the best method for the acquisition of second language learning.

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