Neuro Lingustic Programming in education : A communication technology for slow learners

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This paper is based on a pilot study on developing second language skills of primary school students, based on the theoretical framework of Neuro Linguistic Programming (NLP) in education. It hopes to help struggling slow learners who need a student centred approach to make them fit into the mainstream classroom (Blackerby, 1996).

NLP was introduced by Bandler and Grinder as an ' art of communication excellence' and `the study of the structure of subjective experience' (McWhirter, 1992). NLP could be regarded both as a technology for communication and personal development, and a methodology or modelling process (Cameron-Bandler et al 1985; Dilts 1998a; Jacobson 1994).

The research problem focusses on the challenges faced by teachers on how to respond to individual needs of children with disabilities and special learning needs in primary classrooms.

The research question is could NLP in education help slow learners in the primary classes improve 2nd language skills?

Quantitative and qualitative data were obtained through exam results, attendance, teacher/ researcher observation and student feedback. Out of the identified 24 slow learners (n=24), 50% were the experimental group and 50%, the control group.

58% of the experimental group had an average improvement of 09 marks. 42% had an average decrease of 08 marks. Attendance of 75% students was over 80%. Of the students 100% indicated enthusiasm and interest. The teachers who were interviewed reported improved attitudes of students. Of the control group, 58% had an average improvement of 13 marks. 42% had an average decrease of 07 marks.

Keywords : Primary Level, Slow Learners, NLP