

9月15日(金) ワークショップ第3室(722)

English Acquisition through NLP

Charles Adamson
Shizuoka Institute of Science and Technology

I. Acquisition vs. learning (Krashen)

A. *Conscious/non-conscious*

II. Representational systems: The building blocks of acquisition

A. *The systems (remembered / constructed)(internal / external) (Dilts, et al.)*

1. visual [sight]
2. audio [hearing]
 - a) *tonal* A_t
 - b) *digital* A_d
3. kinesthetic [body sensations]
 - a) *tactile (somatosensory)*
 - b) *visceral (emotional and proprioceptive)*
4. Olfactory/Gustatory [smell/taste]

B. *The Submodalities (Bandler and MacDonald)*

1. Color, brightness, contrast, size, distance, location, movement
2. Location, pitch, volume, tonality, melody, inflection, stereo
3. Quality, intensity, location, movement, direction, speed

III. Representation of acquired language

A. *VAK Pack [4-tuple]*

1.
$$A_d^{e,i(cr)} \left\langle A_t^{e,i(c,r)}, V^{e,i(c,r)}, K_{t,v}^{e,i(cr)}, O_{o,g}^{e,i(c,r)} \right\rangle$$
- $$V_d^{e,i(cr)} \left\langle A_t^{e,i(c,r)}, V^{e,i(c,r)}, K_{t,v}^{e,i(cr)}, O_{o,g}^{e,i(c,r)} \right\rangle$$

B. *Words, phrases, clauses, and more*

C. *Grammar (Young)*

IV. Teaching for acquisition

A. *In most methods A is the only variable*

9月15日(金) ワークショップ第3室(722)

B. Methodologies

1. Total Physical response [TPR]
2. Silent Way
3. Suggestopedia
4. Berlitz Method

C. Activities for your classes: Some initial ideas

1. vocabulary
 - a) *Ensure visualization through questions such as*
 - (1) What color is it?
 - (2) How big is it?
 - (3) Is it moving?
 - b) *Build kinesthetic representations*
 - (1) Use props that students can manipulate, color, build, use
 - (2) Have students move in response to language
 - (3) Mark out meanings and time spatially and have students move through in response to language
 - (4) Use psycho-dramas
2. grammar
 - a) *Teach students to use appropriate submodalities to represent grammar*
 - b) *Use time lines and walk through them*
3. reading
 - a) *Ensure students build appropriate VAK Packs through questioning and activities*
 - b) *Have students draw illustrations*
 - c) *Have students reproduce in new modalities*

V. References and further reading

- A. Bandler, R., and W. MacDonald. *An Insider's Guide To Sub-Modalities*. Meta Publications, 1988.
- B. Dilts, R., J. Grinder, R. Bandler, and J. DeLozier. *Neuro-Linguistic Programming: Volume I*. Meta Publications, 1980.
- C. O'Connor, J., and J. Seymour. *Introducing Neuro-Linguistic Programming*. Mandala, 1990.
- I. Young, Douglas. "What are we teaching," MetaMaps, Vol III, No. 2, June 1995