

- I hope you're all feeling more relaxed now that I haven't fallen.
- Image of someone falling on way to stage

What just happened in your brain?

- List of what I'll cover in 1st part and that I'll SP in for the 2nd part
- And
- Request to keep questions until the end. Hopefully I'll have answered them.





- Neurolanguage Coach [®]
- CELTA
- Associate Diploma: Speech and Drama Teaching
- Postgraduate Diploma – Digital Marketing
- Master of Entrepreneurship & Marketing

Disclaimer

- Maybe just an image for a disclaimer with respect to expertise.

Permission

- Before I begin, may I ask for your permission to potentially make you a little uncomfortable during the talk, either as an individual or part of the group?
- The goal in doing so is to demonstrate how certain conditions, situations and questions can instantly impact the brain, creating a *fight or flight* state.
- At all times, your personal preference will be respected.
- If anyone is affected in any way, I will be available after the talk for a chat.

Neurolanguage Coaching®

method and approach created by Rachel Marie Paling

- Neuro...
- Language...
- Coaching...
- Brain-based Coaching...
 - David Rock
 - Get the names in that are needed

The Triune Brain - citation

- Image of brain and 3 key elements
- How they interact
- Fight or flight mode?
- Connections and pruning

The Learning Process/Journey - cite

- Image of process – online
- Noel Burch
- Why it's helpful to know
- Importance of repetition
- Mix of both hemisphere stimulation
- Aiming to enter the subconscious state

The Perfect Learning State – cite?

- Is this the right place for this?? How can I help you in the classroom?
- How can we help each other?
- Dopamine, both hemispheres – new research, mandarin and what it reveals.
- Limbically calm, but also need to stimulate hippo. Enough to make it memorable, so an element of stress is needed.
- Episodic memories

May I try to demonstrate?

- Difficult ELT question – they'd know it, but would need a minute to think about it.

The Sound of Silence

- Image of elephant in the room
- Multiple questions
- Finishing sentences
 - And getting it wrong – funny moment here?
- Processing time
- Examples in my class –
 - Explaining to students why it's important to allow others time to respond
 - You won't always be there to answer for them

May we try that again;
in a more brain-friendly way?

- Difficult ELT question – they'd know it, but would need a minute to think about it.



Permission vs Dictation: The “Motivation Effect”

- Powerful questions
 - Why vs what’s the reason for?
- Polite instructions
- Offering Choice
- Permission
- Language Connections

How it's worked for me...

- The individual in the classroom
- Kurumi....status to give confidence
- Kentaro...memory ticks
- Alice....language connection
- Daiki – Japanese errors
- Riu...phone and how the check helps
- Mixed exercises. Some standing, some sitting. – pics??
 - They join later.
 - Pic of cartoon. Rather than give out, made a joke, got them to teach me about it, then make a sentence using the linking / commentary phrases. Episodic.
- Making language connections – in comes a whole new file to explore.
 - E.g. French, relative clauses / Japanese subjects and conditionals – here?? Or in examples as a backward reference – yes, better, helps with learning competence.

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Questions are welcome

Reading / Citation:

- Rachel's book
- David Rock
- Bessel Van....
- The others – MAKE SURE YOU COVER THE KEY PEOPLE!!