This paper reviews on the central topics in neurolinguistics. It moves on to provide study on language areas of the brain, 'connectionist' versus 'symbolic' modelling of language processing, and the nature of linguistic and mental representations for teachers as well al learners. It describes the nature and origins of NLP; outlined its theoretical base; considered its relationship to theories of learning and development, and its approach to teaching and learning; reported examples from a recent research study; and indicated functions and observations of NLP. It also focuses on role of NLP in teaching and learning English as Second Language (L2). It illustrates the role of language and internal imagery in teacher-learner interactions, and the way language influences beliefs about learning.