



How to Learn While You Sleep

Selecting the Right Equipment

Early sleep learning programs were burdened by the cumbersome recording devices that used hard discs similar to commercial records. The invention of recording tape simplified sleep learning, making it possible for individuals to practice it on their own. With portable audio cassette recorders/players, sleep learning is not only available to virtually everyone, but has made acquiring the necessary apparatus the simplest part of sleep learning. The cassette recorder/player has also made it possible for sleep learners to record and play their own lessons on the same machine.

You will need only two items to begin your sleep learning lessons. These are: (1) a cassette tape player with an automatic timing/playback device (2) a speaker or earpiece that enables you to hear the lessons while you sleep.

Cassette Tape Player

Although it is possible to use a CD or MP3 player for sleep learning, it is more practical to use a tape cassette machine. Not only is it easier to handle, but it allows you to record and erase lessons on the same machine and is relatively inexpensive. Also it is difficult to find CD or MP3 players that have an automatic timer playback facility. This is an essential requirement.

When shopping for your recorder/player, look for three features the machine must have: It must have an external speaker jack, an automatic timing/playback device, and it must be equipped with a full-range volume control. The external speaker jack should be the type that automatically shuts off the tape player's internal speaker when the jack is plugged in. This will allow better control over the volume of your lessons and help avoid disturbing the sleep of others nearby. Although you can use a continuous loop tape to play back your recording all night, it is preferable to have an automatic timer playback facility so that you can play your recording at specified times.

Cassette/Radio Alarm Clocks are perfect and provide just such facilities. These machines allow you to have a cassette recording played back as an alarm setting. A quality player of any price will have a volume control with a full range of settings rather than merely low and loud. This feature is important, because it provides the option of choosing the level of sound that you can hear while asleep, but will not awaken you.

Pillow Speaker

The next item on our shopping list is an external speaker. Several different types of speakers can be used effectively for sleep learning. The two most favoured are the old fashioned mono small ear piece speakers that can be placed under your pillow and commonly available headset speakers. Although the volume away from your ear is very low, this is sufficient for you to still hear during the night.

Pillow speakers are available in most audio equipment stores. These tend to be almost flat so you can leave it under your pillow without creating an uncomfortable lump. Because of variances in ohms and impedance, it is best to take your tape player along when shopping for your speaker. Let the salesperson select the correct speaker for your machine. This will help prevent a mismatch that may result in static or distortion. The importance of avoiding this type of interference was emphasized by A. W. Turnbow of the Sleep-Learning Research Association in his monograph on the theory, application, and technique of sleep learning:

"Mismatched impedance is a very common cause of failure in the sleep learning method. We have found that apparently even the slightest distortion of voice, hum, wow or flutter does not go undetected by the subconscious."

Sleep Tutor

With the advent of new technology it is now possible to buy a machine that incorporates all of the above into one compact solution.



Reclaim a third of your life for self-improvement and personal enrichment!

If you've ever wanted to master another language, cram up on any subject, commit to personal growth/change or just pass those exams - then you've come to the right place. Dramatically increase the rate at which you learn and comprehend!

Twelve Part Sleep Learning Course

Part 1

Unlocking Your Mind

Part 2

The History of Sleep Learning

Part 3

The Power of Your Subconscious

Part 4

How We Learn and Remember

Part 5

The Mysterious Third of Our Lives

Part 6

How Sleep Learning Works

Part 7

Sleep Learning a Foreign Language

Part 8

Sleep Learning as Therapy

Part 9

Sleep Learning and You

Part 10

How to Learn While You Sleep

Part 11

Using Sleep Learning Lessons

Part 12

Commonly Asked Questions About Sleep Learning

Start Your Sleep Learning Experience TODAY!

Click here to visit <http://www.sleeplearning.com>

Sleep learning has become easier than ever before!

Panasonic produce a machine that could have been made especially for learning while you sleep.

This machine, we have nick-named the 'Sleep Tutor ', is perfect for recording your sleep learning message or session, with automatic playback set for the optimal time during your sleep cycle.

Equipment needed

The basic components of any sleep learning 'machine' are these. You need a machine that can play back recorded information to you at specified times.

Therefore it needs to have a recording input device (microphone), recording medium (e.g. tape), a method of automatic starting (timer), an automatic stop or repeat system, and also an output device (speaker) or output lead.



Below are the technical details:

Super slim size - 2"3/16 x 3"9/16 x 1/2" the Panasonic range of solid state IC recorders are so slim they can slip under your pillow and you won't even notice it's there.

Solid state of the art technology with no moving parts, this device will playback any recording automatically during sleep.

Everything is inbuilt - these incredible machines incorporate both a built in microphone and a speaker, with no wires. The internal timer playback allows the user to set playback for a pre-determined time.

2 folders allow for up to 99 different sleep learning messages to be recorded and instantly found by scrolling through the interface.

Panasonic RR-QR80

Solid State

Recording media: Flash memory

Memory size: 8 MB

Recording time: 60 minutes

Recording modes: High-quality, standard, long-play

Display: LCD

State of the art technology (No moving parts)

Timer recording and playback

Recording and playback can be set to activate at selected times

Condenser microphone

No wires. Everything is inbuilt

Flash memory saves your files while changing batteries

SLEEP LEARNING Programs

**UNLEASH THE HIDDEN
POWER OF your
SUBCONSCIOUS MIND.**

All our CD's can be used either awake, relaxed or asleep. Although all our CD's contain powerful innovative technology that **WILL CREATE LASTING CHANGES**, their power is maximised when used as part of a sleep learning program regime.

Re-programme YOUR MIND effortlessly - start sleep learning NOW!

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No loss of important learning materials
 Built-in speaker
 No wires. Flat speaker for optimum audio delivery
 Super-slim size
 2-3/16" x 3-9/16" x 1/2" (slips under your pillow)
 Dial volume control
 Easy volume adjustment and control
 Battery power-level indicator
 Low battery alert
 Battery requirements: 2 "AAA" Batteries
 Long life for low maintenance
 Width: 2.2 inches
 Height: 3.5 inches
 Depth: 0.5 inches
 Earphone jack: 0.125-inch
 Microphone jack: 0.125-inch
 Controls: Record, pause, stop, divide, erase, mode, folder, thumb wheel control for volume, play, stop, select;
 hold switch
 Other features: Stores up to 99 messages in 2 folders, time/date stamp, selective erasing, 3 playback speeds
 Warranty, parts: 1 year
 Warranty, labour: 1 year



N.B. It is important to make sure that you select a model that has timer recording and playback - not all models have this facility.

RR QR80 and RR QR200 are such models, with slightly different recording times.

Prices for these machines vary depending which country you live in, but they can also be ordered over the Internet through our website, if you don't mind waiting for delivery.

Otherwise get yourself down to your local electronics shop and grab yourself one today!

How to Record Your Own Lessons

Now that you have assembled your equipment, you are ready to record your first lesson. Every detail about the recording is important and can influence the success or failure of the session; therefore, be certain to prepare the lesson with great care. As you record the lesson, be aware of the tone of your voice, the speed with which you speak, and the general attitude you convey through what you say and how you say it. Remember that the taped lesson will be received directly by your subconscious, where each nuance and tonal alteration will be detected and possibly interpreted.

From the work of numerous specialists, we know that sleeping people have a stronger response to the sound of their own voice than that of a stranger or friend. One authority proved that a person hearing his own voice in sleep is put in a state of high arousal, which provides a better reception to the recorded message. Although we do not know exactly why this is, it is clear that a sleeper responds more positively to the sound of his or her own voice, even to the content and characteristics of dreams. Use this to your advantage by **recording at least a portion of your lessons yourself**. It will also help your memorization of the material, because you will have first read it before engaging in sleep learning.

Another vital rule to follow when preparing lessons is to **use your own name**. Address yourself before, and even

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SLEEP LEARNING Programs

UNLEASH THE HIDDEN POWER OF your SUBCONSCIOUS MIND.

All our CD's can be used either awake, relaxed or asleep. Although all our CD's contain powerful innovative technology that **WILL CREATE LASTING CHANGES**, their power is maximised when used as part of a sleep learning program regime.

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during, the lesson wherever possible. Sleep learning programs conducted at Oxford demonstrated that hearing your own name spoken while you sleep is an attention getter. Therefore, you should include direct address. An effective way to do this is to begin each lesson with the sentence: "Joe (use your name instead), you will learn and memorize everything you hear while you are asleep."

Before attempting to record the actual lesson, practice talking into the microphone. Reading a practice passage from an article or book will help you to judge the tone and emotional level of your voice. This will not only make you comfortable with the microphone, it will also provide the opportunity to determine the best sound level to use in the final recording. Some simple rules to follow when you are recording both the practice readings and the actual lessons are:

Speak slowly and distinctly. Your message, whether it is a lesson to be learned or a statement aimed at self-improvement, must be heard clearly to be understood. Unless you are using professional recording equipment, there is bound to be some loss and distortion. You can minimize its effect by speaking clearly and pronouncing each word carefully. Do not carry this to an extreme by speaking haltingly. Simply maintain a comfortable speed that does not interfere with the clarity of your words. Make certain there are no background sounds when you are recording.

Speak in a calm manner, using an even tone. If you develop "stage fright" when speaking into a microphone, practice recording your own voice until your self-confidence improves. It is important the lesson you are recording is received by your subconscious without any emotional tags, especially apprehension. You want your voice as well as your lesson to transmit complete self-confidence.

Be forceful. By this I do not mean that you should sound "pushy" or overly aggressive, which might provoke a negative reaction. Always keep in mind that the lessons you are recording constitute a set of positive instructions, and you want your subconscious to not only hear and understand them, but to follow those instructions.

Be brief and to the point. Simple, direct sentences are best. Do not allow your lessons to become too wordy by straying from the heart of the material. Try to stick to the basics of your lesson without adding extraneous material.

Each lesson should be no longer than twenty minutes. No matter what the subject, try to maintain a twenty-minute limit on each lesson. Within those twenty minutes, approximately ten should be devoted to the presentation of information. This means a twenty-minute lesson will contain two repetitions of the material to be learned. Longer lessons may result in too much information to be absorbed. Shorter lessons can be reinforced with additional positive affirmation statements such as, "You will remember this forever." As with other aspects of sleep learning, you must experiment with the length of lessons until you find the one that works best for you.

Listen to your tapes at least 21 nights. If you want to listen longer, do so.

As you see by these guidelines, once you have acquired a thorough understanding of sleep learning, the basic instructions for its use are simple.

Using Pre-recorded Tapes

There are many pre-recorded tapes available today that are excellent for use with sleep learning. They cover a wide range of subjects, including languages, confidence building, and habit breaking. Remember you DO NOT NEED subliminal tapes. With these type of tapes or recordings you usually cannot hear what is being said. By virtue of listening to material while you sleep, you are subliminally learning through your subconscious and therefore you do not need such covert techniques. ANY information can be summarised and used for sleep learning. This is the major advantage of learning while you sleep. YOU decide what you want to learn and you are always in control of what you are allowing yourself to hear.

If you decide to use commercially produced tapes for sleep learning sessions, you may find it necessary to transcribe the information on the tapes and then record the lessons over in your own voice. Before doing so, try using the recorded tape first. Many of them are in a neutral voice and tone that will not have a negative influence on the success of your sleep learning.

We are currently developing a range of powerful pre-prepared scripts IRD™ (Imagination Reality Design) that combine the power of your imagination using TimeLine NLP, Baroque Music, Theta Waves and Suggestive Conditioning, so stay in touch for the latest developments.

In the meantime there are some very powerful pre-prepared materials available from our website in conjunction with ThinkRightNow.

Timing Lessons for Best Results

Now we come to the question of the proper time to present your lessons. When do we play the lessons for best results? Immediately after falling asleep? Just before awakening? In the middle of the night?

The experts have not been able to pinpoint a special time. There are sleep learning advocates who have selected certain time periods they believe are ideal for learning. Several researchers claim that learning can best take place during non-REM sleep periods, while others dispute this and say REM periods are best. Until this point is resolved, each sleep learner must begin by experimenting with the time schedule for his or her lessons.

Before going to sleep, you should listen to the lesson once or twice, then set the timer to replay it after you have fallen asleep. One technique is to set the timer to begin playing the lesson one half hour after you anticipate sleep. If possible, experiment with your ability to fall asleep while the lesson is playing and just let it run straight through.

It is impossible to estimate how many repetitions you will require to learn a given lesson. This can only be determined by measuring your success. The cases of sleep learning programs discussed throughout this e-Book contain numerous examples of methods to test the results of sleep learning. Select the method that best suits the material you are learning and your own circumstances. Test yourself every few days until you can accurately estimate the number of repetitions you require for effective sleep learning. When you know this, you will be better able to develop your future sleep learning programs.

Earlier, we quoted Geoffrey Stocker of Britain's Sleep Learning Association when he likened sleep learners to scientists. As such, each of us must experiment with this method to find the techniques that answer our individual needs. The basic steps are simple, but the results depend on you.

When and How to Use a Conditioning Tape

Because of the various responses people have to the sleep learning experience, it is impossible to predict the level of success you will achieve from your first lessons. There is no way to determine in advance the need for conditioning yourself to sleep learning. Some fledgling sleep learners will have no problem with the process, while others may experience some difficulties, such as being unable to fall asleep or developing some anxiety about whether they will succeed. Any negative responses can be dealt with by conditioning yourself to make maximum use of sleep learning.

You will recall that the two English women who learned German through sleep learning were both presented with conditioning messages before beginning their actual language lessons. Miss Dark needed considerable preparation before beginning her lessons. In fact, it took several nights of sleeping in the Sleep Learning Association's dormitory with the conditioning tapes playing before she settled into a restful night's sleep. This was probably caused more by the strange environment than the anticipation of sleep learning.

It would obviously save time if you knew in advance whether a conditioning message were required. Since this is not possible, you will need to experiment with this aspect of sleep learning to decide if you require this additional step. Two options are open to you. First, you can start by using a conditioning message without being concerned about whether you need one. This may prove to be the most efficient way. Second, you can forge ahead with your sleep learning lessons, disregarding the use of a conditioning message, using one only if the need for it becomes obvious.

Although it is possible for some people to learn while they sleep without the help of a conditioning message, as we have seen in previous chapters, it may be more productive for all sleep learners to make use of this method to help acclimate them to this new experience. One thing is certain: Using a conditioning or introductory message during the earlier stages of your sleep learning cannot hurt.

For those who do not want to get involved in a conditioning program, but wish to proceed directly into sleep learning, perhaps the simplest approach to resolving this issue is to preface your sleep learning lessons with a short direct command, such as, "You will remain asleep during the lesson, and will remember everything you hear while you are asleep."

This simple statement has a threefold value. First, it contributes to preparing you, while asleep, for the forthcoming lesson. It commands you not to awaken, and it instructs you to remember the information you will hear during the lesson. If this type of introduction is used, you should carefully monitor your results. If, after several weeks of lessons, you are dissatisfied with your progress, you will then want to add a comprehensive conditioning message to your program.

Should you decide to use a conditioning message, two options are open to you. You can purchase a professionally prepared and taped message, or you can record your own. Each has its benefits and drawbacks.

A pre-recorded conditioning tape has the advantage of being professional, and is often prepared under the guidance of a psychologist or other authority. Such tapes are available from organizations that deal with sleep learning, such as the Sleep Learning Association in Britain and the Sleep-Learning Research Association of Olympia, Washington. You will also find conditioning tapes that are designed to enhance your ability to relax in your local bookstore in the section devoted to subliminal learning tapes.

A pre-recorded conditioning message has two drawbacks. The first is cost. Some can run as high as twenty dollars

for a single recording. Also, there is no way to evaluate these messages in terms of your individual need for conditioning. Since most are designed and recorded by people with experience in subliminal suggestion, we can assume they will be generally satisfactory.

Should you decide to forego the purchase of a conditioning tape, you will need to record your own. Provided you follow a few simple rules, there are several advantages to doing this. Two of these are that you will be hearing your own voice, and you will be able to address yourself by your own name. Both are highly beneficial to successful sleep learning.

It is important to use caution when recording your own conditioning message. This point cannot be overemphasized, since the goal of the message is to help you overcome "mental blocks," and to prepare you to receive the sleep learning lesson properly.

Before getting to the content of your conditioning message, we will discuss basic guidelines you should follow when recording your message. First, prepare the message in advance by writing a script. Read it several times to be sure you are comfortable with the statement. When recording, speak distinctly. The message will serve no purpose if you cannot understand it. Read it quietly but forcefully into the microphone. Keep in mind that you are giving yourself instructions you want followed. Maintain your voice on an even level, avoiding emotion or the sense of "barking an order." At the same time, do not allow your voice to become a monotone. A monotonous voice will sound boring and not provide the help for which the message is intended. "Barking an order" may awaken you, while monotony may be ignored.

The ideal length of your conditioning message cannot be determined with any certainty. Here again, the psychological makeup of each individual will have to decide the most effective length through trial and error. In some instances, it may be necessary to record a long message played for several nights before beginning your sleep learning lessons. Few people require such prolonged conditioning: however, you should be prepared to do so if it will contribute to successful sleep learning. For most, a short message of no more than five minutes will suffice.

A short conditioning message will allow you to use it every night for the first few weeks, or indefinitely if necessary. As we saw earlier, conditioning can only help the sleep learner realize the full potential of the experience, especially during the early phases.

Now, let us consider the actual content of the message. Here are several examples of conditioning statements. You may wish to include one of them in your conditioning message.

"You are asleep and relaxed. You can hear my voice, but will not wake up. You will remember these words forever."

"You will hear and understand what is said to you, and you will remain asleep. You will remember what you hear easily, and it will be available to you whenever you wish to repeat it."

"You will remain asleep, but will pay careful attention to the lesson that follows, and will remember everything you hear in that lesson. You will always be able to recall what you learn from this and all other lessons."

The above examples illustrate the essential thrust required of a conditioning message: Instruct the sleep learning student to hear the lesson, remember the material contained in the lesson, and not awaken while the lesson is being presented. A short conditioning message repeated two or three times before the start of a lesson, or presented by itself for several nights, should serve its purpose for most beginning sleep learners. As we discussed earlier, some sleep learners may need to use longer messages concentrating on a particular problem, such as awakening during or immediately following the presentation of a message, or some may require an increased number of repetitions of the lesson.

Wizards don't believe in gods in the same way that most people don't find it necessary to believe in, say, tables. They know they're there, they know they're there for a purpose, they'd probably agree that they have a place in a well-organised universe, but they wouldn't see the point in believing, of going around saying, 'O great table, without whom we are as naught'. Anyway, either the gods are there whether you believe or not, or exist only as a function of the belief, so either way you might as well ignore the whole business and, as it were, eat off your knees.

- TERRY PRATCHETT

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