

The Role of Neuro-Linguistic Programming (NLP) to enhance speaking comprehension among EFL Students with Special Reference to Ghazi University Dera Ghazi Khan

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Abstract

The study is applied in the Ghazi University Dera Ghazi Khan Punjab, Pakistan. The research included 42 learners. Quantitative analysis was being used to perform the study of randomly selected groups. The learners were separated into experimental groups and control groups. The researcher used NLP concepts and techniques to detect the achievement of the learners in the experimental group after a few weeks of assessing the course, all classes were given pre-test and post-test. The data was compiled using a questionnaire. The result of the study indicated that learners who were instructed by the programming approach of neurolinguistics were better than those taught by the approach of regular teachers. The method of Neurolinguistics programming's suggested to English teachers to improve the interest of their students in speaking comprehension.

Keywords: Neuro-Linguistic Programming, Speaking Comprehension, EFL learners at the university level in Pakistan.

Introduction:

One approach for learning English that focuses on brain architecture is Neuro-Linguistic Programming. Brain anatomy may inspire creativity as well as linguistic abilities. The current study looks at the critical impact of Neuro-Linguistic Programming in learning and enhancing EFL speaking abilities at the university level Hejase, (2015). provides a straightforward explanation of NLP and claims that **Neuro** is mental ability. People perceive the environment through their senses and transform sensory information into unconscious and conscious mental abilities, according to NLP. Thought processes trigger the neurological system, which influences the person's physiology, emotions, and behavior. **Linguistics**, on the other hand, is concerned with how individuals use speech to develop sense of the world, understand and capture skills, and communicate those skills to others. Linguistics is the study of how people's experiences are shaped by the words they use. (Sharma; 2010). **Programming** is greatly influenced by learning theory and focuses on how people code or cognitively represent experience. Individual programming refers to a positive inner processes and techniques for making decisions, solving problems, learning, assessing, and achieving goals. (Witkowski;

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2010) NLP educates students how to convert their life experience and arrange their intrinsic programming in order to achieve specific outcomes. In the 1970s, Richard and John suggested NLP (Neuro-Linguistic Programming) as a method for improving effective communication while also encouraging knowledge and skills. NLP (Neuro-Linguistic Programming) has gained a lot of coverage in recent years. Jane Mathison and Paul Tosey (2003) investigate its origin and characteristics, arguing that It is a practice and creativity area that includes a variety of practices and strategies that adopted by learners and teachers. Conversations with Gregory Bateson, who lived in Santa Cruz next door to Bandler and Grinder in the 1970s, sparked the creation of NLP (Grimley; 2010).

Literature Review

NLP has recently been acknowledged as one of the means for enhancing the efficacy of language teaching. NLP tries to help English students and teachers succeed in language instruction by enhancing educational communication, increasing learner motivation and attitude, encouraging self-esteem, supporting self-improvement, and even altering one's viewpoint on things (Millroad, 2004).). Pishghadam, et all (2011) attempted to introduce NLP as a comparable approach in linguistic coaching. Richards and Rodgers (2001) attempted to introduce NLP as an auxiliary methodology in language teaching, and Millroad (2004) described it as "an approach to language learning that's also tried to claim to actually facilitate achievement in student achievement" with so much potential for learning and teaching the foreign language. When NLP comes to English language acquisition, students face a variety of challenges. The majority of students find it difficult to learn English because they believe it is insufficient for them. They will be unable to participate in any school activities. Non-native English students commonly deviate from the English language. As a result, it can be used in language acquisition. This seems to be attributable to the technique's effectiveness in other sectors such as counseling, leadership, science, entertainment, marketing, and legislation (Tosey, 2013).

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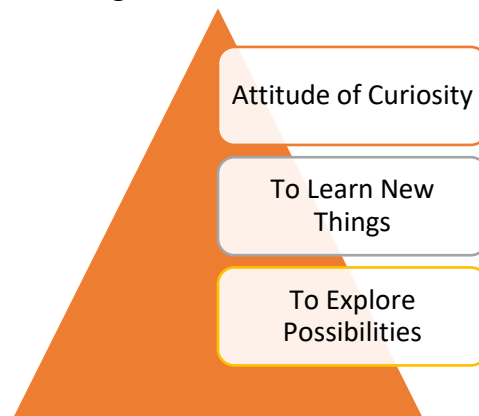
Significance of Neuro-Linguistic Programming (NLP)

NLP practitioners are increasingly interested in examining and evaluating the value of new research in domains such as cognitive linguistics (Lakoff 1999) and neuroscience (Gallese; 2006). The researchers feel that a study utilizing a range of analytical methodologies is required to assist filter out the breakthroughs and important procedures from those that aren't supported by data. As a result, it is critical to address ethical issues when teaching

spoken comprehension.

Principles of NLP to get comprehension in speaking English

Neuro-Linguistic Programming (NLP) is a group of strategies that offer Learners back options Learners didn't even know Learners had. Tosey, (2013). Five fundamental rules must be followed to correctly apply something from NLP.



Know Researcher Outcome

The researcher must be aware of the result. Knowing the result is crucial, so it's much more important to make sure it's well-thought-out and practical. In NLP, a well-formed result must satisfy such conditions, such as: Focusing on what Learners want more than what Learners don't want is an optimistic statement. Bender & Koller, (2020). Sensory basic knowledge of how to recognize that Learners have this by the application of our five senses. Worthwhile through ensuring that the result has a real, beneficial effect on Researcher life, whether directly or indirectly by improving the lives of others.

Take Action

Although this may appear to be self-evident, many students refuse to accept it. They develop arguments or provide persuasive explanations for why sitting around doing nothing is the preferable option. Making things feasible, whether for a researcher or others, is central to NLP Atallah, et al; (2001). Things seldom happen because there is little done to expedite the process. Nobody has ever accomplished anything by languishing in self-pity while nothing is happening, but feel free to take the initiative right now.

Acuity of Sensation

The capacity to detect minute movements and gains in learners is only achievable when they are completely focused on them. Listening, seeing, and retaining complete outward attention will help Learners to observe all that is going on, as well as make Learners better listeners with whom Learners desire to converse.(Murphy, 1987). So, don't say anything behind Researcher's back.

Adaptability in Behavior

Something that has a larger likelihood of success if the researcher's current approach isn't working, therefore crank it up and try something new. Learners frequently continue to do the same thing that hasn't worked in the past. (Guskey; 1997). The more flexible Learners are to the Researcher's activities, the more control they have over the circumstance, and the better communicators they become in general.

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Physiology of Excellence

Operating from a state of total resourcefulness will inspire you and, because states are contagious, will encourage people around you. If a researcher is feeling under the weather, consider embracing resourcefulness physiology and launching anchors that make Learners feel good. (Linder-Pelz, 2010)

Techniques in neuro-linguistic programming

Learners and researchers may use NLP strategies like reframing, anchoring, and rapport building to help them learn more effectively. If an instructor uses NLP effectively, he or she may increase communication with students, enhance the learning atmosphere, and create positive relationships that encourage academic success. (Huanget et al. 2010)

Reframing

Reframing **is** a strategy in which the instructor uses personal experiences to make things clear and tangible for the students. It may be utilized to change pupils' perceptions of themselves or the language, making it a potent motivator. (Van Veen, et all 2005) Reframing may also be used to create fake settings for usage in the classroom, allowing learners to access a broader range of learning possibilities without the need for off-material upkeep.

Anchoring

Anchoring is an approach that is both functional and psychological. (Karunaratne,; 2010). The instructor delivers some comments and strives to elicit the students' internal ideas using this strategy. To stimulate a creative answer from the student, the instructor might also pose certain questions. This method assists in the decrease of stress, panic, and worry, as well as the restoration of inner sensations and the solving of problems.

Rapport

The most successful method in NLP is rapport. When advocating for good communication, it is required. Postures, bodily motions, and facial expressions are the key strategies employed in this approach. A positive relationship between the instructor and the pupils is helpful. It

promotes a positive learning atmosphere. Sandoval, & Adams, (2001). Students should practice speaking in front of a mirror to improve their body language. This effectively improves listening abilities. When it comes to modeling, you could wish to look like a renowned person. By listening to the native speaker's voice, they will learn to imitate it. They are told to pay attention to the original speaker's body language, mouth motions, and pronunciation. It is a practical strategy that is easy to execute and improves fluency.

NLP in teaching Speaking skill

Dictation is one of the most effective strategies for pupils to develop their speaking skills. The teacher reads the statement, and the pupils must write it correctly. The teacher corrects the inaccuracy and allows the pupils to revise the paragraph. Rather than teaching theatre or short tales, it is possible to do it through the medium of cinema. This is one approach for increasing visual acuity. Some talks are repeated to improve grammar and intonation. This strategy in the teaching of English as a second language. Learners' actions and thoughts determine whether they succeed or fail. Nagata, (1995). One of those other successful solutions is the control of NLP. As a result, it can be used in language acquisition. This seems to be attributable to the technique's effectiveness in other sectors such as counseling, leadership, science, entertainment, marketing, and legislation (Tosey, 2013). NLP assists the learner's unconscious mind. Movies related to the topic matter can be seen. It aids in their retention of the information. Furthermore, the instructor should provide a variety of activities to keep the students engaged in the learning process. While visual patterns predominate in the majority of internal audit methods. According to Hassan and Mohamed (2012), as an intervention strategy, they ran an NLP training program, with the training course sessions covering professional anchoring, interpersonal communication skills, interpersonal communication skills, and professional experience. (List, 1980).

Objectives

The current study investigates the impact of using NLP principles and techniques to enhance speaking comprehension among EFL students at Ghazi University Dera Ghazi Khan.

METHODOLOGY

This study's method is experimental because it involves teaching with the speaking comprehension and used NLP principles and techniques. Furthermore, the research approach consist of pre-test and post-test conducted by the control group (42 learners) and experimental group (42 learners) before and after the course is completed. An individual learning test is also focused, but to determine the learning styles at large teaching and learning speaking comprehension at university level.

Research Instruments

Students in the experimental group were selected from university-level English classes. Based on the results of the learners' pre-test, the decision was taken. After comparing the participants' pre-test results, the experimental group was designated as (A). So because pre-test mean was so high, Group (B) was chosen as the control group. The experimental group (A) has 42 learners, although the control group (B) has 42 students (B). In both groups, pre-

and post-tests were conducted. In this procedure, the experimental groups and control groups were also selected based on their pre-test performance. So after the experimental class, the students take a post-test to assess their speaking comprehension abilities.

The Pre-test

The pre-test on speaking comprehension comprises with one paragraph from their English language curriculum for conversations, following by twenty-one questions. These questions were not all the similar; instead, many differ based on certain speaking comprehension and vocabulary that learners were aware of. A few of these abilities include explaining, surmising, discovering appropriate information, or analyzing the learners' viewpoints by addressing questions to students. The test was conducted to participants (A) and (B) during regular class hours. The pre-test findings served two key functions. The findings were utilized to contrast the experimental and control groups. Secondly, it facilitated in evaluating the post-test findings.

The Post-test

The post-test included one conversation section from the novel, which included twenty-one questions. The test was more difficult than the pre-test because it assessed communication skills in both experimental and control groups. They include emotional value prediction in addition to the skills listed in the pre-test. The significance of this test is that it evaluates the research team's achievement after 12 weeks of speaking comprehension using NLP techniques. The test results should be used to compare the levels of achievement in the two courses. This exam is given during regular class hours.

Data Analysis

After gathering the data, it was input and processed using SPSS software. The paired sample t-test was conducted to determine if there were any significant differences in the results of both tests between the control and experimental groups.

Research Findings

These tests were included questions that assess group members' ability to speak comprehension along with their ability to employ speaking comprehension skills. The evaluations were based on the executive summary of their Language lessons. To started the comparison, statistics for pre-test speaking comprehension achievement in the both groups were calculated first. Table 1 shows the measurable analysis relevant to the theme. To begin the comparative analysis, the descriptive statistic for the two groups' respondents' results in the speaking comprehension pre-test was calculated.

Table: 1 Pre-test descriptive statistics in speaking comprehension for the experimental and control group.

“Source”	M	N	Std. De.	“t-test”
“Experimental group”	30.4421	42	33.38	1.922
“Control group”	34.7052	42	27.39	

As indicated in Table 1, the mean score for the experimental group was 30.4421, with a standard deviation of 33.38, whereas the mean score for the control group was 34.7052, with a standard deviation of 27.39. The mean of speaking comprehension on the pre-tests differed between groups, showing that their speaking comprehension abilities were not on level. Based on these findings, the experimental group was chosen to participate in the NLP-based speaking comprehension training.

The post-test speaking comprehension achievement of participants in the both groups was conducted in an attempt to try comparing the imply experiment and control group scores in the post-test. Table 1 shows the descriptive data which ends up going to people (2).

Table: 2 Post-test descriptive statistics for the control and experimental groups speaking comprehension.

Source	M	N	Std. De.	‘t-test
“Experimental group”	33.25789	42	13.86871	1.37
Control group	34.23158	42	14.56871	

According to Table 2, the mean of experimental group score was 33.25789, with a standard deviation of 13.86871. The control group's mean score was 34.23158, with a standard deviation of 14.56871. Similarly, the means of speaking comprehension of the two groups'

post-test performance were not far out, but their mean and standard deviation significantly different. In order to arrive at these conclusions, the means of the two groups in each pre- and post-test are compared. When the data from both experiments were analyzed by group achievement, it was obvious that the mean score of the experiment group improved from pre-test to post-test. The results of the post-test show that the experimental group outperformed the control group.

The condition varies based on the pre- and post-test results of the control group; the pre-test mean for this group was 34.7052, while the post-test mean was 34.23158. The findings for both tests were comparable, demonstrating that there was no difference in production within the control group. The paired - samples t test was employed to see if there was a significant difference between any of these values, as indicated in Table 3.

Table (3) Paired Samples Test

Source	M	Std. De.	't' test	Sig. (2-tailed)
"Experimental Group pre & post-tests"	32.142	0.538	3.524	Non-Signification
"Control Group pre & post-tests"	34.150	1.571		

The results of the paired t-test research revealed a non-significant difference between the experimental group pre-test and the control groups post-test, with "t" equal to 3.524. This study's research shows that there was a significant non-statistical difference in the outcomes of the two groups.

Table (4) Paired Samples Correlations

Source	N	Correlation	Sig
Experimental Group pre & post-tests	42	0.77	Significant
Control Group pre & post-tests 42	42		

The experimental group (A) is the primary focus of this study since there was a significant relationship between the group (A) pre-test and post-test and the correlation value was 0.77. The outcomes of this study point to the advantages of employing NLP concepts and strategies to boost student growth in speaking comprehension and learning new skills. Neuro Linguistic Programming could assist learners and teachers in developing competency in speaking comprehension as well as language learning skills.

Discussion

The current study is founded on two fundamental concerns about a specific component of Efl speaking comprehension and responsibilities. The initial research topic was to see if it was possible to apply NLP techniques to the learning and teaching of EFL speaking comprehension, specifically in spoken ability to comprehend discussions. The testing was carried out just by teaching a speaking comprehension program based on NLP concepts and techniques. The efficacy of the participants after they have completed the training is then assessed by comparing the results of the pre-test and post-test with the results of the two groups that took part in the study, namely the experimental and control groups.

The statistics show a significant rise in the experimental group participation' scores, contrasted to no change in importance in the control group students' scores. The second research topic looked at the impact of NLP strategies on improving or increasing general instructional techniques, as well as motivating students to achieve academic achievement. According to the descriptive statistical analysis of test effect scores for both groups' pre- and post-tests, the experimental group excelled the control group on the post-test. Following the post-test, the effects improved, and the magnitude of the influence calculated using the standard deviation of the overall mean-variance. Finally, the NLP study team outperformed the control group, demonstrating the usefulness of NLP in increasing student performance.

Conclusion

It is possible to infer that learning how to apply Neuro-linguistic Programming principles and techniques will help public secondary EFL teachers. As a result, the theory's influence on English teachers and students may be exaggerated. It was designed to demonstrate the viability of including NLP into the learning process by combining communicative language education with NLP. Learners learn more effectively and teachers facilitate learning when teachers and students pay more attention to enhanced inner and outside learning possibilities and use sensory-rich vocabulary. By discovering better learning methods that incorporate NLP principals, teachers may help their students see more possibilities and chances in their life. For EFL university students, the most essential outcomes of NLP in language lectures are positive rather than negative messages. It also instils in youngsters the notion that they can learn, which strengthens their bond with the professor and enhances their self-esteem as great students. NLP aids in improving classroom conduct and getting more active student motivation, particularly in whole-class discussions and individual study, hence enhancing students' performance in learning speaking comprehension and English as a foreign language.

The most significant implications of NLP in linguistic training were favorable rather than unfavorable stimuli for EFL learners. It also provides students the impression that they can

learn, which strengthens their interaction with their instructor and boosts their personality as high achievers. NLP helps to enhance teaching conduct and obtain more active student involvement, particularly in the whole discussions and independent study, and thus to increase their level of performance in learning EFL.

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