

This book is an attempt to investigate the influence of neuro-linguistic programming on reading comprehension. The book consists of five chapters that deal with the theoretical background of neuro-linguistic programming; its history and definitions in addition to its basic principles and techniques. The book discusses the relation between NLP and language teaching. Furthermore, it provides an account of reading comprehension elaborating on the strategies and the levels of reading comprehension with the difficulties that face learners. The exploration of a way to utilize NLP principles and techniques might enable the EFL teacher at the university level to teach more efficiently. Consequently, the effectiveness of this theory on EFL teachers and learners is clear. It was intended to combine communicative language teaching with NLP to prove the possibility of adding NLP to the process of teaching.



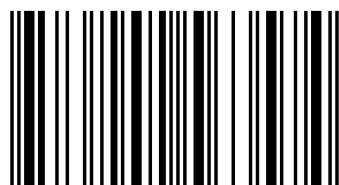
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# Neuro-Linguistic Programming and Reading Comprehension

A Study of EFL Students

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## *Preface*

The purpose of this study is to identify the effects of applying Neuro-Linguistic Programming (NLP) principles and techniques to English language teaching and learning at the university level, with special reference to reading comprehension as the course where the experimental application is carried out through .

The design of this study is comprised of a questionnaire that investigates the conscious or the subconscious use of NLP principles and techniques. This questionnaire is targeted to English language teachers in the University of Basra. As for English language learners, the pre and post-tests method is used for experimental and control groups to detect the role of using NLP in improving the students' level of achievement after taking a two months reading comprehension course by using NLP principles and techniques.

The results reveal that English language teachers at University of Basra agreed upon most of the categories presented in the questionnaire. Yet, there were differences concerning the open-ended questions, these results reflected the teachers attitudes to different issues regarding the basic principles of NLP. Meanwhile, the results derived from the pre and post-tests for both groups show that teaching reading comprehension by the use of NLP has a significant positive effect on the experimental group as compared with the control group. These findings support the usefulness of using NLP in EFL teaching to enhance the level of achievement for English language learners in the university level. Taking these results in consideration, further scientific research about the various possible uses of NLP in EFL teaching and learning is recommended.

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**Chapter One**  
***Preliminaries***

**1.1. Introduction:**

Neuro-linguistic Programming (henceforth NLP) is a method of communication and personal development. The term refers to fundamental, systematic, links between the body and the mind's internal experience. This body-mind relationship indicates a connection between the neurological processes (neuro), the language (linguistic) and the patterns of behaviour (programming) (Tosey and Mathison, 2007:3).

NLP, in its essence, is a form of modelling that offers prospective for systematic and detailed understanding of people's subjective experience (Bandler, 1985:13). It is a matter of how rather than what, so the interest is not in giving additional information about any particular topic, rather, it is about receiving solutions for psychological problems, or trying to gather any possible cues about some fields like teaching, coaching, marketing, etc. (Kong, 2012:132). NLP concentrates on how to do all these things simply with the available resources that people already have, so the interest lies in the process rather than the content.

NLP has its roots in psychology and neurology. It is about the way the brain works, and how the brain can be trained for the purpose of success. It is defined as the art of communication with excellence, or the study of the structure of subjective experience (Bandler and Grinder, 1975a:6; O'Connor, 2001:1).

NLP prime interests are the ways in which people internalize the world, through sensory filters (mainly visual, auditory and kinesthetic) and language. NLP is particularly interested in the way internal

representations are structured, since it is assumed that the structures of internal representations show regularities which are unique to each individual (Shah, 2011:19). This systemic relationship between internal representations and language and behavior is reflected in the individual's language and the external behavior, i.e. non-verbal language (Dilts, 1998: 12-13).

The educational field is one of the fields NLP is applied to. There is a rationale behind that since having a complete teaching and learning process is often difficult. The educational process faces challenges all the time. There is a need to overcome these challenges with practical solutions. The manipulation of NLP is one of these fruitful solutions. Hence it can be applied in language learning. This is due to the success of this technique in other fields like psychotherapy, management, medicine, sports, business, and law (Tosey, 2016:7).

The application of NLP to foreign language teaching aims at improving the learning process, and solving learning related problems such as memorizing, comprehending, cooperating, examinations, etc.. So the aim is successful learning. This is mainly can be achieved by adding NLP techniques at the process of teaching to supply the English language learners with how to learn in a better manner by mirroring what others do successfully. In English language teaching (henceforth ELT), much of this is about teacher-learner relationship as well as other factors such as the materials or the suitable environment, and etc. Learners also benefit from realizing new learning strategies, as in revision and examination preparation (Churches and Terry, 2007:9; Peker, 2010:88).

## **1.2. The Research Problem**

Several studies investigate the relationship between NLP and language teaching. These studies concluded that NLP theory can help in improving the educational process. The problem addressed in this research is that English language teaching and learning at the University level in Iraq do not benefit from NLP principles and techniques.

## **1.3. The Aims of the Study**

This study aims to investigate empirically the effect of using NLP techniques in English as a Foreign Language (henceforth EFL) University classes. Also, this study attempts to add new insights into integrating NLP techniques into the present situation of EFL at the University level, particularly in reading comprehension classes. Furthermore, it examines whether EFL teachers are aware of using NLP principles and techniques in their EFL classes. Another aim for the current study is determining whether using such NLP techniques may improve the learners' ways of thinking and hence their communication skills.

## **1.4. The Research Questions**

Generally, teachers focus their teaching mostly on content, which is English language, without teaching students the ways to master their minds. Therefore, the need for critical evaluation and research is needed in this context. So, this study aims to answer the following questions:

1. Are EFL teachers aware of NLP techniques, i.e. consciously aware or use such techniques as a personal tendency ?
2. Do EFL teachers know what are the basic learning styles and vary their teaching aids to assist all the three basic styles, i.e. visual, auditory, and kinesthetic ?

3. Is it possible to integrate NLP techniques to EFL teaching process, especially in reading comprehension classes ?
4. Can these NLP techniques help to improve or enhance the whole learning process and helps students to enhance their level of achievement ?

### **1.5. The Procedures**

Two procedures are adopted in this study to determine the relationship of NLP and EFL teaching and learning. The first procedure is a questionnaire administrated to English language teachers in the University of Basra (71 teachers for the three Departments).

The second procedure is more experimental because it includes teaching a reading comprehension course via NLP principles and techniques. Moreover, the experimental course includes a pre and post-tests administrated to the control group (62 students) and the experimental group (63 students) before and after the course. A learning style test is also administrated but to the experimental group only to find out each student's learning style.

The data was entered into and processed with SPSS software. The one way analysis ANOVA is used to analyze the results of the questionnaire, and the paired sample t-test is used to analyze the results of the tests . These procedures will be discussed in detail in chapter three.

### **1.5. The Scope of the Study**

This study is limited to and focuses on EFL teachers and learners at the University level. As for teachers, the study is directed to EFL teachers at the three departments of English at the University of Basra, i.e. the Department of English and the Department of Translation, both in the College of Arts in addition to the Department of English in the

College of Education. As for the EFL learners, this study is limited to the second year students/day studies at the Department of English in the academic year 2016-2017. Another limitation for this study is the targeted course which is reading comprehension rather than other courses.

### **1.6. The Significance of the Study:**

The results and findings of the present study will contribute to the improvement of EFL current state at the university level in Iraq. Thus, practitioners in EFL in Iraq may apply the recommended framework derived from this study to improve the teachers and learners' communication skills. The study will help educators uncover some very critical areas in EFL teaching and learning situation and pave the way for further researches on the subject. First, it has an effect on enhancing the teacher rapport with the students as well as a set of techniques used on the part of teachers such as mirroring, pacing, and modelling. Second, it helps to improve the environment of teaching and helps in understanding the learning materials in a better way by verifying the activities and the aids of teaching to meet the learning styles of students as much as possible. Third, it helps increasing the learners' self-esteem through drawing their attention to how they can manage and plan their current and future lives. This would result in better students and better individuals in their own environments.

### **1.7. The Organization of the Study**

The contents of this thesis are organized as follows. Chapter one is a preliminary chapter starting with the introduction and discussing the problem of the study as well as the study questions and its scope followed by the study significance. Chapter two sketches the theoretical background of Neuro-Linguistic Programming discussing its history and definitions in addition to its basic principles and techniques. This chapter also discusses the relation between NLP and language

teaching. Furthermore, the chapter provides a detailed summary of reading comprehension elaborating the strategies and the levels of reading comprehension with the difficulties that face learners in this course. Chapter three addresses the research methodology, study design for both the questionnaire and the tests as well as the experimental application. While chapter four provides an overview of results for both the questionnaire and the pre and post-tests. The results of the learning styles test are also presented in this chapter. Chapter five discusses the results and gives a detailed answers to research questions, the conclusions arrived at in this study are presented and recommendations for further research in applying principles of NLP to language learning and teaching are presented. Finally, the appendices include a number of documents mentioned in the study.

### **1.8. Review of Related Literature**

This study focuses on two dimensions: the first dimension presents NLP as a possible and effective addition to the process of language teaching, while the second dimension is reading comprehension as the experimental field where the effective use of NLP is approved. Several studies around the world handled these two topics from several perspectives. In the following lines a number of studies that discussed these two topics are reviewed.

When reviewing the studies regarding NLP and language teaching, it has been founded that in Iraq there were no previous studies that discussed the relation between NLP and English language teaching. Meanwhile, there are an increasing number of studies around the world which address this topic from different sides. One of these studies is Dela Mora (2008) where he identified the effects of NLP on anxiety, self-esteem, and second language acquisition of high school ELD students at a high school located at the border with Mexico.

Another study belongs to Sarndiyani and Pouyamanesh (2012). The goal of this study is investigating the efficiency of teaching Neuro-linguistic programming strategies on self-esteem of high school students in Ashkhaneh city. Vieira and Gaspar (2013) discussed the role of NLP in raising the level of effectiveness and well-being in high schools. In this study the researchers proved that teachers are a significant factor in helping students to improve their achievements.

Allan and et al. (2013) investigated how training teachers in content free NLP influencing strategies can increase maths accomplishment for adult numeracy learners. This study was carried out through comparing the effect of training teachers in NLP and innovative maths pedagogy with teachers who just received the maths training and a baseline control condition. An additional study for Albalawi (2014) where she examined the usefulness of NLP on enhancing the quality of life among university students.

Reading comprehension is vital for EFL learners because reading is one of the receptive skills in addition to listening. This skill, consequently, is one of the sources through which EFL learners get new information and helps in enriching the learners repertoire. Hence, several studies examined this topic and its related problems and the factors that can affect the process of reading comprehension. The first examined study was Baier's (2005) where she researched the impact of using reading comprehension strategies and found out that students who use these strategies in reading remember more information and comprehend the text better. It was also proved that students who have good reading comprehension skills perform better in reading comprehension tests. Cadena's (2006) also discussed the importance of reading strategies in her study where she investigated the metacognitive reading strategies used by ESL students in the academic level, and traced the impact of using them in reading.



Middleton (2011) examined the relationship between reading motivation and reading comprehension. This study highlighted the influence of shared environmental, and non-shared environmental since they were significant for both reading motivation and reading comprehension factors. Asgarabadi and et al. (2015) studied the effect of gender as a variable on using reading comprehension strategies in descriptive and narrative macro-genres. And they found out that there were no differences among males and females in using reading comprehension strategies.

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## **Chapter Two**

### ***Theoretical Background***

#### **2.1. Introduction**

This chapter discusses the background of NLP and its origins as well as a number of its definitions. Furthermore, the foundations, principles, and techniques of NLP are discussed. The relation between NLP and language teaching is also presented. The definitions of reading and reading comprehension in addition to reading strategies and models are presented and discussed.

#### **2.2. Background and Origins of NLP**

The starting point of NLP can be traced back to the 1970s at the University of California at Santa Cruz at the hands of its main founders and authors; Richard Bandler, a student of mathematics and computer science, and John Grinder, a professor of linguistics (Tosey and Mathison, 2007:2).

The origins of NLP are very much related to the fields of counselling and psychotherapy. At its beginning, Grinder and Bandler (1975) analyzed sessions of psychotherapy carried out by certain therapists who were known for being successful and their major interest was to pass these successful experiences to other therapists. This was carried out through the early writings on NLP by Bandler and Grinder such as their first work *The Structure of Magic* (1975), and *Patterns of the Hypnotic Techniques of Milton H. Erickson, M.D.* (1975) focused on modelling as a process used by therapists such as Fritz Perls, the founder of Gestalt Therapy, Virginia Satir, a family therapist, and Milton Erickson, a psychiatrist best known in the field of hypnosis.

Bandler and Grinder (1975a) analyzed some of these therapists' essential ideas about language and their practice of non-verbal communication. They discussed ideas about persuading by using verbal and nonverbal aspects of language, i.e. body language, to investigate 'subjective experience' and those 'internal mental processes' that people can learn about. They studied and analyzed their sessions and derived a set of strategies that other therapists can learn and duplicate. As a result, they can improve their own efficiency with their patients by applying the same methodologies used by successful therapists.

NLP has achieved popularity as a theory of communication and personal development. Though NLP has been identified as a method of psychotherapy in the first place, it appears to be capable of recognizing the operational aspects of existing 'models' of communication. That's why Bandler and Grinder were concerned in transcribing the works of specific therapists because of their 'reputation for excellence'. The query was to find out the 'difference that made a difference' between successful therapists and the less successful. Then, the focus was on the communication patterns that are actually used in practice (Tosey and Mathison,2003:2-3; Davies,2009:58-59).

NLP reflects influences from a wide realm of fields, it manipulates concepts and techniques that serve its interests, i.e. improving human status into a better level. The oldest influence was the work of the Polish scholar Alfred Korzybski *Science and Sanity* (1958). The utmost vital presupposition of NLP, the map is not the territory, was derived from the work of Korzybski. It is important since it deals with the internal representation of reality and how that representation could mislead human behaviour.

Another contribution from linguistics, and it is obvious in Bandler and Grinder's *The Structure of Magic* (1975). They concentrated on the

impact of Noam Chomsky's work (1957) where he first presented the theory of Transformational Generative Grammar (TGG). This theory ultimately revolutionizes the field of linguistics by presenting a mechanism consisted of a finite set of rules for generating all the grammatical sentences of language. Basically, they understand human behaviour in terms of Chomsky's theory, i.e. human behaviour is 'rule governed', but in the same time it cannot be predicted. This means that human behavior cannot be situated in Skinner's (1957) view of language; i.e. in stimulus-response terms.

To show the similarity between human language as a behavior and other behaviours; Bandler and Grinder (1975:2) stated that:

[I]n the case of other types of complex human behavior, there is an infinite number of distinct acts. The form of these acts will have structure - and, therefore, will be describable by some set of rules. To say that human behavior is describable by some set of rules is not to warrant that our behavior is determined or predictable.

Then, human behaviour is rule governed, and that supports Bandler and Grinder's assumptions about the possibility of analysing these complex behaviours and deriving rules for adapting and improving them.

Another important contribution is that of Gregory Bateson which NLP owed him some of its key concepts, such as states, metaphor, conscious/unconscious relationships, The relation between psychological frame and perceptual gestalt, multiple identifications, perceptual filters, and levels of learning and change, all these concepts were inspired by Bateson's work. also emphasises the significance of Bateson's interests in the relationships between language, thought and perception, or epistemology. Bateson also mentioned the distinction between form and substance, which is reflected in the central NLP

interest in the process ,or structure, rather than the content of communication. All these concepts were stated in Bateson's works such as *Steps to an Ecology of Mind* (1972), *Mind and Nature* (1979), and others.

In its essence, NLP is a set of rules and techniques proposed for adjusting behaviour in accomplishing self improvement, and more effective interpersonal communications. Based on certain assumptions about how language and the movements of eyes and body affect the brain, or the neurological functions. Its basic foundation is that to achieve any kind of success one must create rich imagery of the goal (visualize), and must duplicate (model) and adopt the appropriate behavioral patterns. The term Neuro-Linguistic Programming can be mystified if it is not clarified correctly. The word (neuro) refers to the way humans experience the world by their senses (sight, hearing, touch, smell, and taste), and interpret these experiences within the neurological system. Whereas (linguistic) refers to how humans use language to comprehend the world 'capture and conceptualise experience and then communicate that experience to others'. Whereas (programming) addresses the way people code, i.e. the internal representation of their experiences, and how they adopt a sequence of systemic actions, behaviours, to achieve their goals. Even with the name and its connotations NLP has no direct association to neuroscience, or to computer programming, though these fields are of interest to its developers in order to explain their concepts and methods (Tosey and Mathison,2003b:5; Linder-Pelz and Hall,2007:12 cited in Kong,2012:135)

The multi origins and methodologies of NLP indicate that it is an eclectic theory when it was first developed on the hands of its founders, i.e. Bandler and Grinder, and other scholars from several fields who added and made benefits from these methodologies. Therefore, NLP has broadened to be used in several areas and defined according to the

context in which it is used. Consequently, it cannot be pinned to a single definition since each one highlights an aspect of NLP. Bandler (1985:2) states that:

NLP offers a conceptual understanding that is solidly based on information science and computer programming, yet rooted even more thoroughly in the observation of living human experience. Everything in NLP can be directly verified in your own experience, or by observing others.

Accordingly, understanding and applying NLP depends on the context it is derived from or the context it will be applied to. The same principles and techniques are modified to meet the needs of the targeted field.

That is exactly why several NLP practitioners have various definitions of it but they all meet at the essence of NLP which is finding new methods to achieve excellence by following the steps of people who are well known for their success and finding out how they are thinking and communicating. O'Connor (2001:1,2) defines NLP as the study of 'brilliance and quality' which lies within successful people and institutes, and it is also a method of thinking, i.e. how a person can change his/her view of the world to a more realistic and positive view that leads to flexible behaviour. Another definition presented by Dilts (1998:2) shows that NLP is a behavioural science that provides:

1. **An Epistemology**- A system of knowledge and values
2. **A Methodology**- Processes and techniques for applying knowledge and values
3. **A Technology**- Tools to aid in the application of knowledge and values

NLP has principles and techniques necessary to analyze and understand 'values, behavior and interrelationships'. NLP provides a method to look beneath the actual behaviours of people to the unseen content behind these behaviours, i.e. 'to the structures of thought that allow people to perform effectively'.

### **2.3. The Main Foundations of NLP**

There are four categories that NLP fits in. These are considered as the bases from where all the principles of NLP have evolved out. Churches and West-Burnham (2008:6), and Ready and Burton (2010:13) defined these four pillars as follows:

1.  **Rapport:** It concentrates on the strategies for building a relationship with one's self and with others in order to influence them.
2. **Sensory awareness:** It is concerned with the maximum use of the sensory system. When people pay attention to their senses, they can perceive the world in a richer way.
3. **Outcome thinking:** The strategies of motivation which means neglecting the negative problems along with their effects, and think about the desired outcomes that will motivate positive and fruitful manner of thinking.
4. **Behavioural flexibility:** This term means the readiness for practicing new methods or behaviours when the current performance is not working to gain the desired goals and states. By doing so flexibility is achieved, which is a very important foundation to practice NLP.

## **2.4. The Presuppositions of NLP**

NLP is based on certain presuppositions, or principles. These can be considered as the convenient beliefs within NLP practicing. These presuppositions are generalisations about the world that can help in gaining the flexible attitude towards life, and from them all NLP techniques are generated.

### **2.4.1. The Map is not the Territory**

This statement was first used by Korzybski (1958:750) who gave an instance from everyday life to explain his point. He put it in the form of a map, a geographical map, that represent a specific area like London for example. This map does not literally represent London, i.e. there is a lot of deletion, generalization, and distortion in this map. It represents London geographically, but doesn't have to stand for all the details found in London. Moreover, if this map is not one hundred percent accurate it can be misleading and the person who follow this map, a car traveller for example, might reach for a different place, for Scotland rather than London!

Hall and Bodenhamer (1997:26) refer to the fact that our experience of the world results in two dimensions of reality: "the dimension of external reality (the world of energy manifestations) and the dimension of internal representation of that reality which is (human subjective thinking, [emotion], believing, valuing, etc.)". They also show how people deal with the massive amount of stimuli they deliver every day. Automatically, people tend to delete, generalize, or distort these stimuli to create an internal representation of the outer world. These three processes occur at the sensory level, when receiving and processing the information through our senses, and at the linguistic level when these information by talking about them to ourselves or to others.

Paradoxically, our internal representations, the map, might not correspond to the territory, the outer world or abstract concepts. Thus,



wrong or faulty perception of the world causes faulty decisions in return. This principle is essential to NLP since figuring out how the brain works helps in saving data correctly in the mind. This is due to the filters, our perception systems, that affects the image of the world we store in the mind. Narrow beliefs and perceptions let the world seem poor; the same world can be perceived in a rich manner not because of the world, the territory, absolutely, the difference lies in the perception of the world, i.e. the map (O'Connor and Seymour,1990:4).

#### **2.4.2.Underlying all Behaviour is a Positive Intention**

NLP holds that behind every behavior is a positive purpose. People act or behave according to their intentions or beliefs at any moment of time. This presupposition is somehow difficult to agree with since some actions that people do might not reveal the positive intentions beneath them. Yet, it can be helpful for the person who behaves more than to the receiver. When this intention is recognized it can be reframed and leads to a positive outcome. Because this principle depends on the outcomes and when the attention is steered to the wanted outcomes; the performance meet the intention (McDermott and Jago,2001:35-39; Knight,2002:235).

As humans, we always aim at a specific goal which is positive and deserves the effort and time devoted to it. Although these goals might not appeal to others, or reversely they are achieved to draw others attention. Hence, our behaviours are not necessarily the best possible choice, yet they are the floated parts from the internal representations which expresses who we are. A typical example of this positive intention is smoking, since the smoker are addicted to smoking because of positive intentions such as feeling more relax or to be accepted in a specific group or setting. The solution to this kind of inappropriate behaviour is to find a way of satisfying the intention by

more acceptable means, and more positive choices can be added that meet the same intent (Alder,1994:15).

### **2.4.3. People Have all the Resources they Need to Change**

This is a very positive principle within NLP practicing. It doesn't suggest that people can do and change easily because they have all the resources for that change! But it suggests that people can improve themselves and get over their fears and problems by using the resources they already have because these resources helps in getting the new and needed resources for improvement. Likewise, it is theorized within NLP that learning is an accumulative process that depends on what people previously know and manipulate this knowledge, or resources, to learn new subjects. Perhaps when someone needs to access a feeling of confidence when trying to deliver a speech in public. This person already has all the behavioral, mental and emotional resources inside of her/him. If these resources are not recognized, this means they are not accurately accessed or realized by that person (Andreas and Andreas, 1989:245; O'Connor and Seymour,1990:114).

This presupposition was derived from the work of Erickson who proved that all clients already have all the resources they need to be able to deal with their present problems. In other words, at some level they already knew how the problem had come about and so already knew all they needed to solve the problem or get over it. Practically, the existed resources help in getting the new ones. These can be gained by going on a training course, by reading a book, or by learning from people who already have these capabilities (Bandler and Grinder,1975b:86; Bandler and Grinder,1979:137).

**2.4.4.The Meaning of every Communication is the Response it Elicits.**

This presupposition suggests that the meaning of what people say or do is determined, most of the time, by the response it arouses or the reaction it provokes. People response to what others say or act depends on what they think they mean, which may be an exact or diverge interpretation of what is really meant. Communication in this context involves both the verbal and the nonverbal aspects. What this presuppositions signifies is the mood of the message, then to get a positive response the message must be appropriate. In other words, the talk must be to the people not at them, i.e. the awareness of other people responses is recommended to adjust communication according to these responses. By following this strategy, the assumption that others will understand what we say according to what we mean will reduce and the awareness of how to express ourselves accurately will increase (Keenan,2011:1-3).

O'Connor (2001:6) concentrates on the awareness of reactions, and how to employ this awareness to raise the level of communication, and he stated that:

The meaning of communication is not simply what you intend, but there also the response you get. This response may be different from the one you wanted, but there are no failures in communication, only responses and feedback. If you are not getting the result you want, change what you are doing. Take responsibility for the communication.

Hence, flexibility which is one of the foundations of NLP must be attained by considering other people's feelings and expected interpretations for communication.

### **2.4.5. You cannot Stop Communicating**

Communication is a need, sometimes to avoid being in troubles people might simply say nothing, but even saying nothing can pass their attitude to others. Clothes, accent, and body language are 'subtle expressions' that can be traced in people's behaviours, and show their position and attitude. Within NLP it is suggested that if the subconscious and conscious motives are associated, our behaviors will show the right message (Vaknin,2010:92).

People choose to communicate by speaking, but sometimes even when they choose not to speak, their body expresses what is in their minds. The eyes movements are the most important tools for discovering what is going on inside the heads of people we are talking to or watching how they move their eyes movements. Moreover, other types of body language are also useful in this context such as the facial expressions, the tone and the rhythm of voice, gesturing, and breathing whether fast or slow or normal (Knight,2002:64-66).

### **2.4.6. If you Go on Undertaking the Same Strategies all the Time You are very Likely to Go on Getting the Same Results as You are Getting now**

It is presupposed here that people are responsible for what happens in their lives, i.e. the outcomes they get results from the actions they did. Although it is not possible to control the surrounded events, it is still possible to control the response to these events. Then, if any person keeps acting or responding to the outside world in the same manner by the same strategies the results will never change or improve, rather it will be always the same outcomes to the same results (Keenan,2011:1).

This leads to the manipulation of flexibility, one of the pillars of NLP, the person with more flexibility is more able to deal and stimulate with

the outer world in the suitable manner. It is basically about getting rid of rigidity which lies behind most of the problems people face in their everyday life including their relation to themselves and their relation to the world around them. Life is basically about change and the ability to adapt according to existed facts and how to get the best results from them , or by responding to them (Vaknin,2010:94).

#### **2.4.7.Mind and Body Form a System. They both Effect each other**

There is a mutual influence between mind and body, they both effect each other and they cannot be separated in the process of understanding one of them separate from the other. So, humans use their senses to observe and perceive the world, an outward process, and use the same senses reversely to represent the received experiences in their minds, an inward process. In NLP the methods that humans use to perceive and internalize information in their minds, i.e. seeing, hearing, feeling, tasting and smelling all these are known as the representational systems (O'Connor and Seymour,1990:27).

When a change is achieved in the mind or in the body there will be a change in the other since they are directly related. O'Connor (2001:6) describes this relation and says that "When we think differently, our bodies change. When we act differently we change our thoughts and feelings." Such manners like eating healthy food, and keep doing some physical exercises from time to time these effect the mind directly. On the other hand, thinking positively, like motivating ourselves to do our everyday duties as best as possible, and avoid thinking or retrieving sad memories, all these let our bodies move differently and increases the amount of energy to do everything actively (Vaknin,2010:89).

#### **2.4.8. There is no Failure only Feedback**

Any bad or sad outcome that results from acting in a specific way is always helpful. In other words, when the outcomes are not the intended ones people tend to call this failure. This leads people to worry, get angry, depressed, feel guilty or whatsoever. All these results from 'our personal map rather than reality' because of the lower self-image it creates in people's minds which effects their future behaviour. According to NLP beliefs, there is no such a thing like failure, all the information that anyone can get from a bad experience can be used to change the unwanted outcomes. So these information becomes a feedback that helps in steering future behaviour or attitudes to the right path. Moreover, this leads to learning from past experiences and avoid making the same mistakes all over again. This is obvious when someone is learning to drive, if he or she crunched the gears for example. This doesn't mean failure in driving, rather they learned not to use the gears in that particular manner (Alder, 1998:17-19).

When the concept of failure is removed from our minds this exact attitude opens the way for a wide range of possibilities that make a person keep trying when others give up. The human history is full of such kind of people who refused to give up, to be failures, and continued to improve themselves, feedback themselves, till they achieved their desired outcomes. Edison recognized about a 1,000 materials which are not suitable as filaments for a light bulb before he found one which worked well. A number of best-selling books were turned down by more than two dozen publishers before they were accepted for publication. When things turn around wrong this means we know more how to get them right in the future. The frame of this presupposition is learning from an experience, the underlying belief of this frame is that 'human beings are learners, and learning can be modified' (McDermott and Jago,2001:41-43).

### **2.4.9.If one Person can do Something, anyone else can Learn to do it**

The process of modelling is the major technique used within NLP since it was first started by modelling people (Bandler and Grinder (1975a) first modelled Perls, Satir, and Erickson) who are known as being excellent in their fields. The aim is identifying what these people do that gives them the successful results they got. This process was developed on the hands of several NLP practitioners, such as Dilts (1998), Hall and Bodenhamer (1997), O'Connor (2001) and others, to model successful people in general and to make this process available as a technique that can be used in any field. It is then suggested that these identified differences can be learned by others to improve their performance to the same level of excellence of the modelled people (Bandler and Grinder,1975a).

By accepting this belief people are not copying the original performance, rather they are learning the strategies that best works with them. Moreover, it takes time and needs a positive attitude from the learners of these new techniques. The transformation from one state to another might takes time and effort and that needs commitment and patience. For example, a person who wants to lose extra weight cannot do that without doing specific physical exercises and eating healthy food, wishing is not enough, that's why NLP is a matter of how to do rather than what to do (Bandler and Grinder,1975b).

### **2.4.10. People Make the best Choices Open to them when they Act**

The different outcomes that people get depends on their actions which rely on their choices. A lot of people might have the same background and the same amount of knowledge, yet they act differently. This is due to the bad choices they make because they are

limiting themselves and not connecting to the inner resources they have. Nevertheless, all these choices, whether good or bad, are the best choices for the moment. That is exactly what leads to the undesired outcomes in spite of the positive intentions. These choices depend on the existed map about a specific reality which might not be the best or the correct one about any fact or event. And when this map changes or get improved it can lead to a better choices and actions (O'Connor, 2001:5; Vaknin,2010:96).

## **2.5. The Process of Modelling**

The process of modelling is the main source for all NLP techniques that Bandler and Grinder (1975a) adopt. They inspect the techniques necessary for duplicating, or learning, brilliant experiences, and at that time they started with modelling excellent therapists. Bandler and Grinder suggested that their performance is just like other activities such as painting, composing music, or even preparing a meal, all these activities have structure and can be learned by using the suitable sources (Bandler and Grinder,1975a:6; O'Connor,2001:127).

Modelling means constructing descriptions of how to do something by deciding 'what needs to be known', and 'what seems to work'. Then, modelling is about gathering the suitable resources to accomplish a desired goal (Grinder and Bandler,1981:7). Moreover, modelling encompasses the identification of cause and effect. Causes are the operating elements behind a certain phenomenon or situation. When causes are identified, whether positive or negative, efforts can be directed to gain preferred effects (Dilts,1999:145).

Bandler (1985:13-14) describes the effort of a modeler stating that "Modelers don't have to have truth. All we have to have is something that works." Accordingly, it is about realizing how someone does a skill that can be taught to others to get the same outcomes. Modelling has



one basic principle 'If one person can do something then it is possible to model it and teach it to others.' (O'Connor,2001:vi).

There are three general mechanisms to accomplish the process of modelling: generalization, deletion, and distortion. These terms were defined by Bandler and Grinder (1975a:14-16) as following:

1. Generalization: It is the process where parts of 'a person's model' become isolated from their original experience and symbolize the whole category of which the experience is an example. The ability to generalize is 'essential to coping with the world'. For instance, it is helpful for people to generalize from their experience of being burned when they touch a hot oven to a rule that hot surfaces are not to be touched. But to generalize this experience to a perception that any hot surface is dangerous and refuse to deal with it limit people's reacting with the world.
2. Deletion: The second process of modelling by which people pay attention to precise dimensions of their experiences and ignore others. It is similar to identifying one sound in a room full of sounds. Deletion reduces the world to segments that people feel they can handle so it is sometimes beneficial, yet it can be the source of pain in others.
3. Distortion: It is the third process that permits humans to make shifts in their experience of sensory data. Imagination is a perfect instance of this process, since through distorting reality within our imagination, we can expect and prepare to future events before they occur. This process lies behind all the inventions of human civilization such as moving and flying machines.

Our actual behaviour, surface structure, is a generalized, deleted, and distorted version of our deep structure which contains all the experiences that we faced in our lives accompanied by all the feelings and consequences of these experiences. These mechanisms are very

much influenced by Chomsky's transformation theory which suggests that the deep structure contains a finite number of components, i.e. words and the rules that combine them together, that can form infinite number of sentences that might be never uttered before. In other words, the deep structure represents the complete linguistic form of any statement from which the surface structure is derived.

## **2.6. Meta Models**

The first Meta Model was developed by Bandler and Grinder (1975a) and was presented in their book *The Structure of Magic*. In this Meta Model they modelled the linguistic skills used by Virginia Satir and Fritz Perls. These skills were analyzed according to the rules of transformational grammar. So, the Meta Model is a model of language about language which clarifies language by using language itself. They suggest that people do not practice reality directly, but through the maps of reality they form in their minds. Hence, when people's maps about their reality are enriched, their experience of the world will become better. The Meta-model is the principle tool for discovering where and how to enrich a person's map, and it is the most influential tool in NLP.

Another Model was presented in Bandler and Grinder's *Patterns of the hypnotic techniques of Milton Erickson* (1975b) where they present the results of investigating the techniques that Erickson used with his clients. The Milton Model differs from the Meta Model because the Meta Model delves into the surface structure to find out the deep structure beneath it. On the other hand, the Milton Model generates a surface structure that matches the listener's sensory experience, or model of reality. This gives the listener more feeling of ease that enables the therapist to help the client choose more flexible deep structure to match the words.

Then, instead of digging into the client's deep structure, the Milton Model patterns pace the listener's reality. Moreover, in the Meta Model people do their best to challenge deletions, distortions, and generalizations to become clear while in the Milton Model there is a manipulation of deletions, distortions, and generalizations to pace and lead the clients sensory experience. Nevertheless, the two NLP models agree to provide language patterns for moving up and down the hierarchy range, from surface structure down to deep structure, in terms of analyzable parts.

## **2.7. NLP Techniques**

Several techniques have been derived from the principles of NLP. These techniques witnessed a series of progress along the the last four decades that resembles the age of NLP. These techniques are the methodology, or the how to do part of NLP. By employing these techniques the inspected or the wanted change can be carried out to real life to become a concrete reality rather than a cluster of abstract concepts.

### **2.7.1. Creating Rapport**

This technique refers to the ability of communicating with others in a way that creates trust and acceptance. It is the ability to see the other's point of view and decrease the anxiety among interlocutors (Bandler and Grinder, 1975b:72). When positive rapport is attained, successful communication becomes possible and the ability to sustain rapport increases. Logically, people tend to cooperate with each other when they feel more relaxed. This leads to more agreement and more support among people who establish rapport among them. This technique, like many other aspects of NLP is very powerful in its implications and effects.

Rapport is very much related to the representational systems. Regularly, people with the same preference for a representational

system are likely to get along better than people with different systems. If two persons, for example, are engaged in a conversation, and both of them are 'visualizers', they probably have a better rapport while if one of them is a visualizer and the other is kinesthetic they might not have the same strong rapport. This is not the case all the time because creating rapport needs awareness about the preference of the other part(s) in communication. Frequently, people tend to mirror each other's 'physiological characteristics' even when their own representational system is different (Alder, 1994:199).

### **2.7.2. Matching or Mirroring**

This technique is the key to establish a rapport. Matching is done at every neurological level. The first level of matching is accomplished from being in the same environment with others which allow a pacing on several levels like manners or dress, etc. The second level is matching behaviours, verbal and nonverbal behaviour, while maintaining self-identity since the aim is not losing yourself while copying others behaviour, rather it is a positive act that results in more congruence with others. This is obvious among friends who seem to move and talk in the same manner (Knight, 2002:72).

Also, it is important to notice that nonverbal matching or mirroring is more powerful than verbal matching because the body language has a very important impact on peoples reaction. In a simple conversation, for example, it is useful to mirror the other interlocutor (including voice tone and tempo) to strengthen rapport. Dilts(1998:61) emphasizes that " Mirroring will give you access to information that is being unconsciously communicated and received, and you will "pick up" information about the other person without being consciously aware of how you got it". This denotes how powerful this technique is in NLP context.

### **2.7.3. Pacing and leading**

NLP rapport is gained and maintained by pacing. This is achieved by matching other people's behaviours, and agrees with their behaviours and meets them in their model of the reality. It is about reducing the differences among interlocutors at an unconscious level. Yet, this doesn't mean to copy other people's behaviours, on the contrary, pacing must be achieved unconsciously (Bandler and Grinder, 1975b:12-15). It is mainly entering the other person's map of the world according to their details about it (O'Connor, 2001:41).

Once pacing is maintained through establishing rapport, this opens the way to apply the technique of leading which means using the influence that is gained from pacing, and attempting to change people's views of the world. But this cannot be done unless people are willing to be led, which is gained by successful pacing. In other words, pacing is about understanding the person's view of the world, the present state, and leading others, or even yourself, is changing your behaviours so the other person follows to a more positive state or view (O'Connor and Seymour, 1993:22) .

### **2.7.4. Anchoring**

It is mainly about any stimulus that evokes a response; it may be a sound, image, touch, and smell or taste to trigger a regular response in the nervous system. Knight (2002:186) stated that:

anchoring is a way of managing your emotional state. The ability to choose the best emotional state to suit your circumstances is one of the most powerful and yet most overlooked skills we can have. When you can choose your state you can choose your techniques and the kind of influence you want to bring to any situation.

When a specific feeling or situation is chosen, anchored, the reaction to it occurs immediately. Anchoring is a method for facilitating the access to personal resources when they are needed.

These anchors can trigger happy or painful memories. Subsequently, they revolve about internal or external representations that can trigger another representation. Any event or sensory component can bring back the whole experience, the emotional state that accompanied that experience (Shah, 2011:145). Anchors are built by repetition and association. Advertisements are obvious instances of anchoring which tries to create anchors associating the products with luxurious states.

#### **2.7.5.Reframing**

It is based on the idea that all meaning depends on personal point of view. To reframe something is to change its meaning by placing it in a different scenery context or frame (Bandler and Grinder, 1982:1-3). For instance, a bad experience can seem funny when remembered or looked at in a backward replay. It is one of the most useful NLP techniques. The meaning of any event depends on how it is framed. When the frame is changed the meaning and the responses and behaviours are changed too. Then, it is about how an experience is perceived in a different way, and as a result, give it a different meaning.

This technique helps to establish an internal communication system with some sophistication and subtlety. If a person has such an internal communication system, he/she can always check any experience internally and make sure that all its parts are congruent (Bandler and Grinder, 1979:118).

#### **2.7.6.Visualization**

Visualization is used to gain any positive outcome such as having a healthier state or a better learning process or any other outcome. This

includes determining or thinking in a well formed outcome (Bandler and Grinder, 1975a:167-168), i.e. an experience wherein an outcome is already associated with the submodalities of expectations (Submodalities here refers to the qualities associated with each sensory system). With this technique the possibility of success increases since visualization is a motivation. Any intended state or experience is enriched by adding or using more sensory imagery to it. In other words it involves more than one representational system to visualize effectively (Bandler and Grinder, 1975b: 36,88-95).

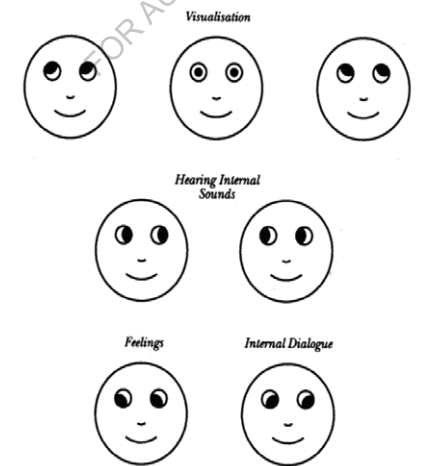
The person who visualizes her/his goal make use of the submodalities that create the internal pictures such as (color, location, brightness, clarity, number of pictures) the person's sounds and voices (tonal qualities, volume, pitch) and her/his feelings (tactile senses, sense of motion, action sense). All these accompanied together feeds the feeling that the outcome will be achieved and it is deserved. It looks like watching a movie of yourself living the experience of success and then getting into your movie and experience all the feelings derived from this success and holding them to motivate you to attain what you want (Shah, 2011:131-132).

## **2.8. NLP and the Representational Systems**

Humans experience the world around them through the five primary sensory senses: Visual (V), auditory (A), kinesthetic (K), gustatory (G) and olfactory (O). In NLP these are known as the representational systems or modalities. These are the main channels by which reality is represented in the mind and become meaningful by attaching them with language. The words that people use when they talk about their experience are a hint of which sensory channel they are using (Bandler and Grinder,1975a,1975b,1979, and 1981; Grinder and Bandler,1981; Bandler,1985; Dilts, 1981,1991, and 1998).

Regularly, the process of perception is done with the three main representational systems: visual, auditory and kinesthetic, referred to as VAK or VAK learning styles (Coffield, et al., 2004). The other two senses, gustatory and olfactory do not play a major role and they are included with kinesthetic. However, they become primary when someone relies on them according to the demands of a specific work or situation, when eating, cooking, or working with fragrances these senses become primary and they are separated from kinesthetic.

There are specific eye movements called 'eye accessing cues' these movements denote how the mind and the body work together. Paying attention to these cues can be a trace for the representational system of the person we are watching or talking to. So, most people look up to visualize and look sideways to hear internal sounds. Also, most people look down to the right to access their feelings and down to the left to listen to their internal dialogue or vice versa for other people (Ready and Burton, 2010:99-100. The following figure adopted from (O'Connor and Seymour, 1993:36) shows these eye accessing cues:



**Figure (1) Eye accessing cues**



### **2.8.1. Preferred Representational Systems**

Usually, humans use all their senses to experience the world around them. Nevertheless, some situations make people focus on one sense more than other senses. When listening to music, this might activate the sense of hearing, and examining a painting definitely activates the visual sense and so on. In spite of that there are always preferred representational systems (Ready and Burton, 2010:92), for instance, when learning something new, some students may prefer to see the real application of what they are learning, while others enjoy hearing how to do it, others need to get a feeling for it, and yet others have to make sense of it. Generally, this does not mean one sensory system is better than another. Relatively, the context determines using one or more representational systems in a time. Accordingly, Painters will prefer visual, musicians favor auditory, and athletes definitely are kinesthetic. As much as awareness grows about how to control and benefit from using these representational systems, the choice of the appropriate system for a context becomes more accurate.

People with a visual preference tend to create images in their minds and speak fast when they try to explain what is in their mind since there are a lot of details in an image to tell. Moreover, they use visualization to build their memories and to make decisions, and they are imaginative and may have difficulty putting their ideas into words. They also tend to remember faces more than names and pay attention to the reaction of others. While auditory preference people are more aware of any slight change in the tone of the voice when they are talking with others. They are very much better in remembering directions or instructions. Spoken language is preferred more than the written one. The last major modality is kinesthetic and people with a kinesthetic preference tend to speak slower than people with other sensory preferences because they need to involve emotionally with the

topic. They make decisions depending on how they feel about any subject and learn by doing or moving (Alder,1994:47-49).

### **2.8.2.Submodalities**

The divisions that people make about the outer world can be also done in the inner world. These divisions lies in the qualities of the mental pictures, the sounds, the movements, and the colours. These are the submodalities that represent the qualities of the inner world and give each experience that a person faces a special structure which makes it unique by itself from other people experiences (Bandler,1985:22; McDermott and O'Connor,2001:48-51).

Colours, movements, brightness, and location are examples of visual submodalities of internal pictures. While volume, tone, words or sounds, duration, and direction are examples of auditory submodalities. Temperature, texture, shape, and pressure are kinesthetic submodalities. As a consequence, experiences, memories, beliefs, and fears have a submodality structure. When the submodalities change, the structure and meaning of experiences change as well. That's why pleasant memories always look more bright and full of joy when remembered, unlike the sad memories that are retrieved with a gloomy manner and arouses negative emotional state.

### **2.9. NLP and Language Teaching**

The relation between NLP and language teaching is rather recent since the first applications of NLP techniques were in psychotherapy and human resources development. Due to this variation NLP was a promising, advantageous comer in many fields including education. The only obstruction was the limited literature which discusses the employment of NLP in education. This barrier have been overcome after the publication of many books and researches discussing the topic such as (Revell and Norman, 1999a,1999b; Tosey and Mathison,

2003,2003,2009; Churches and West-Burnham, 2008; Terry and Richard Churches, 2009; Peker, 2010; Tosey,2013). Most of the publications in this field have investigated the importance of modelling in addition to the use of NLP techniques and the manipulation of specific teaching and learning strategies. The results of these researches addressed the importance of teachers' communication skills such as establishing rapport, reframing, anchoring, visualization, and paying attention to the representational systems, or learning styles, while they are teaching to create a positive atmosphere between them and their learners.

Richards and Schmidt (2010:393) state that the training techniques of NLP or 'training philosophy' gained its position within language teaching by those interested in the 'humanistic approaches' since these approaches concentrate on developing 'self-actualization' and 'self-awareness'. Moreover, NLP has been used unconsciously in language teaching for years. Along with the discover of NLP, many other approaches have adopted some of its principles as in using drama, music, and body language that are now combined in language teaching. Accordingly, teachers who incorporate elements of suggestopedia, community language learning, and communicative language teaching in their lessons are actually sharing the same corner stone with NLP.

Tosey and Mathison (2003) in their cooperative work derived their emphasis on the use of NLP in language teaching from the findings of field work researches such as Lyall (2002), and the doctoral study of Mathison (2003) (both studies cited in Tosey and Mathison, 2003:4) Hence, NLP helps in solving classroom common problems like 'classroom management', and according to Tosey and Mathison (2003) it has the following characteristics in relation with teaching and learning:

1. The relationship which gathers teachers and learners is a mutual, active process in which the transmission of data is mutual also.
2. People perform according to the mental image they have about the world, not according to the real world (i.e. the map is not the territory).
3. In NLP it is assumed that there are regular relationships between the internal representations and the individual's language and behaviour. Then, learner's internal representations and how the experiences are processed. All these are reflected, in numerous ways, in their verbal and non-verbal language.
4. Unique behaviours, or strategies that lead to success are all learnt. Learning in NLP context refers to the process of acquiring such strategies and skills.
5. The learner's ability to learn is strongly affected by their 'neuro-physiological state' in which the motivation plays a major role, i.e. when the learners are engaged emotionally and become more interested with the lessons rather than feel boring.
6. The learners' beliefs about learning and about themselves and this includes beliefs about their capability of learning and about the process of learning itself when the learners expect learning to be fun this is more useful than the opposite feelings. Such states and beliefs are also learnt and subject to change.

The teacher's job requires a mastery of 'interpersonal' and 'intrapersonal' skills. These skills proved to be important for teachers and school leaders. Since NLP is interested in effective communication it offers teachers a bunch of strategies and techniques to develop their ability to control their emotions and become a source of positivity for themselves and their students (Churches and West-Burnham,2008:17-18).

It is proved that when teachers know themselves better and what they want enables them to attach their values to their behaviour and influence those around them to realize what is important for them and how to achieve it. Helping learners to establish a link between values, behaviours, and purpose is very important for 'school improvement. NLP, in this context, is the 'technology' of 'emotional intelligence' for developing interpersonal and intrapersonal competence (Churches and Terry,2007:2; Shah,2011:200).

The application of NLP principles in education involves paying attention to the four pillars of NLP. First, teachers and learners need to know in detail what are their outcomes, and use their sensory skills to know when they are achieving these outcomes. Second, teachers must create rapport through matching and mirroring to become close to their students, and test this relationship by pacing and leading. Third, teachers and learners apply techniques for developing their personal flexibility and welcome others' behaviours in addition to become more flexible to change their behaviours till they reach their outcomes. Fourth, use the language patterns that help in sending positive messages to themselves and others, i.e. 'say what you want to happen, not what you don't' (Churches and West-Burnham, 2008:6,36).

Tosey and Mathison (2007) listed three core purposes for their research project:

1. Supporting the development of an NLP research community, and building bridges for increased dialogue between academic and practitioner communities.
2. Developing a critical appraisal of the field.
3. Furthering their work on transformative learning and teaching.

Moreover, they encouraged research in NLP in 2008 when they hosted the First International NLP Research Conference at the University of Surrey. (Tosey and Mathison, 2007:2,2009:8).

It is suggested by NLP practitioners that the performance of any group completely depends upon the attitude its members have towards learning and life. Consequently, the importance of the language and behavior of the teacher as perceived by the student is emphasized through researches in the education field which prove that negative or positive acceptance of knowledge by students depends highly upon the teachers performance. The performance in this context involves the verbal and the non-verbal language used by the teacher. While the attitudes of students are accumulated and built both consciously and unconsciously (Jain,2014:224).

NLP, first appeared as a kind of psychotherapy, but it has been developed on the hands of its practitioners to reach several field of everyday life as well as academic fields. As for education, there are similarities between teachers and therapists that Churches and Terry (2007) highlighted:

1. Create positive change for people.
2. Help people to change their behaviour.
3. Communicate effectively.
4. Facilitate learning.
5. Change people's life.
6. Help people overcome difficult past experiences.
7. Support people to fulfill their potential.
8. Help people manage their behaviour.

They regarded these as the characteristics of a 'really effective teacher'. Likewise, both therapists and teachers have the ability to influence people with words, and help them changing their lives by only using language. Language is the major skill for teachers, and being aware of tools and techniques related to language enables them to influence their students.

## **2.10. Reading Comprehension**

The reading skill is a very important skill for learning since it is one of the receptive skills, in addition to listening, through which learners receive information in both their first and foreign language. Accordingly, a considerable amount of energy is devoted to learn reading in any language (Lems, et al., 2010:4). Reading is one of the basic language skills (in addition to listening, speaking, and writing – reading is the third skill in sequence). These four skills are true for both the mother tongue and any other acquired or learned language. Accordingly, a second language learner (SLL) goes through these stages in acquiring any language, i.e. start by identifying the sounds by listening, imitating them and communicate them by speaking, start to decode the writing system for the targeted language by reading, and become able to write by using the writing system of the that language which is the fourth and the most developed skill in a language.

Reading comprehension, on the other hand, consists of two processes rather than one, reading as the first process, and comprehension as the second. As for reading it is defined by Richards and Schmidt (2010:483) as "the processes by which the meaning of a written text is understood". While reading comprehension is defined by them as the understanding that results from the first process which is reading. The process of reading involves different 'cognitive skills', such as recognizing letters and words, distinguishing the text structure and the text type.

The process of comprehension is basically of two types. The first type which based on clues in the text is known as 'bottom-up-processing' where reading is a matter of decoding a series of written symbols into their aural equivalent. While the second type uses information outside the text and is called 'top-down processing' and it involves the reader in the process of meaning reconstruction rather

than the mere decoding of forms, then comprehension of texts is an interactive process between the knowledge of readers about a text and identifying the written symbols into words (Nunan, 1991:63-66).

Reading takes place in a context rather than in isolation. The focus here is on the meaning of texts which is derived from the previous knowledge internalized in the reader's mind through the experiences which the reader faces. Cook (2008:121) explains how meaning is constructed in the following lines:

We do not find meaning lying in things nor do we put it into things, but between us and things it can happen' I look out of my window and see an empty road, as anybody else would do sitting in the same position. However, to me the emptiness means my wife has gone out, since the family car is not there; to my son it means the bus for school has not yet arrived; to my daughter it means the postman is late. The same scene is interpreted in different ways according to our background information and predilection.

The importance of people's experiences and how these are treated in return are emphasized here. How people differ in interpreting events affects how meaning is constructed differently between people.

Reading comprehension is defined as an interactive process involving the reader, the text, and the background knowledge (Lems, et al., 2010:33). During this process the reader searches for the text basic information, or topic, and interprets the text according to his/her own proficiency. For that reason a proficient reader accompanies information from the printed text with their background knowledge to derive meaning from text. Reading comprehension is a runny process. Sometimes, the text leads the process of making meaning, while in



other times the previous knowledge of the reader governs the process (Silliman and Wilkinson, 2007:131).

### 2.10.1. The Difficulties of Learning Reading

A native speaker starts to learn reading about the age of six, which is according to research in this field the most suitable age for a child to start learning reading. According to Linse (2005:69) there are three elements that affect reading in a foreign language: the learner's background knowledge, the learner's linguistic knowledge of the target language, and the strategies or techniques the learner uses to understand the text. Moreover, the same process of learning to read in a foreign language has its own difficulties although it is assumed that a successful reader in the mother tongue is supposed to be a better reader in a foreign language (Nation,2009:5). Nation (2009:7) presented these difficulties with their pedagogical solutions in table (1):

Table (1) The difficulties of reading for a foreign learner

Characteristics	General effects	Particular effects
L1 beginning readers already know a lot of the language they are beginning to read (sounds, vocabulary, grammar, discourse). L2 learners do not.	Learning to read an L2 involves a great deal of language learning.	L2 learners need very controlled texts. L2 learners need a greater amount of pre-reading activities.
L2 beginners can already read in their L1.	L2 beginners have general cognitive skills. They have preconceptions and attitudes to reading. They have language specific skills. There will be interference and facilitation effects between the L1 and L2.	L2 beginners do not need to learn what they can transfer from the L1. They may need to change their attitudes to reading. Learners may have to learn a different writing system.
L2 beginners are usually older than L1 beginners.	L2 learners have greater metalinguistic and metacognitive awareness.	It is easy to transfer L1 skills. L2 learners can use more explicit approaches and tools like dictionaries.

This table has been kept simple by focusing on only one learner who is just beginning to read. It is more complicated if you have several learners with different L1s, different L2 proficiencies, different L1 reading proficiencies, and different motivations for reading.

These difficulties differ according to the circumstances and the motivations. Also, the situation differs when there are a group of learners rather than one learner as mentioned at the bottom of the table. Nation also listed these difficulties depending on an experimental course of teaching a Thai 12 years old boy who is in the very early stages of learning English, but reading fluently in his own language.

### **2.10.2. The Purpose of Reading**

The process of reading varies according to the reasons for reading. Nowadays, the list of reading materials includes more than books and newspapers, in addition, it includes letters (personal and formal), leaflets, labels on jars, tins and packets, advertisements, magazines. It is also possible to add emails, text messages and all kinds of texts from the Internet and the social media. All these types of texts are not processed in the same way. Reading, accordingly, can be classified into: (1) getting general information from a text, (2) getting specific information from a text, and (3) for pleasure or for interest (McDonough, et al., 2013:110-111).

### **2.10.3. Strategies of Reading Comprehension**

The process of comprehension is complicated, and readers need to depend on a specific set of strategies that enable understanding texts correctly as much as possible. These strategies are 'processes' and 'procedures' that readers use in grasping texts' meaning. There are cognitive strategies such as prediction, inferencing, monitoring, and sensory imagery in addition to metacognitive strategies such as reading aloud, rereading, and questioning.

#### **1. Activating or building background knowledge:**

It is critical to recognize the importance of background knowledge and its deep relation to reading comprehension. Since learners tend to attach any recent information with previous

knowledge before they internalize and bring together the new information. Background knowledge is permanently the first step in supporting learners' comprehension. It is the amount of the past experiences that humans are likely to carry while understanding any new aspect in a text and develop a theory of reading as a matter among the reader, the text, and the purpose of the author. Each reader conveys his/her own emotions, character, and proficiencies when reading a text and that it is the reason behind differences among people in interpreting texts and the unique reaction to specific texts such as literature, science, and music (Klingner, et al., 2007: 30,103, 136-137).

## **2. Using sensory images:**

The world is perceived through the five senses so sensory experiences are a vital part in shaping the background knowledge. 'Sensory imagery' is an important part of our schemas, a schema is "a collection of organized and interrelated ideas, concepts and prior knowledge structures that are abstract representations of objects, events and relationships in the real world" (Richards and Schmidt,2010:509). Reading a text recalls the sensory knowledge, the readers activates their senses to create a movie or a mental image in their heads, i.e. visualize, when this movie includes a variety of sensory details, new and prior details, it becomes richer and more clear and easy to remember (Moreillon, 2007: 39).

## **3. Questioning:**

It is considered as the developed competency for acquiring knowledge through asking and answering questions. There are teacher-initiated questions, these are produced after students are exposed to new information or texts (McDonough, et al., 2013:235). The learners need to increase their awareness about the strategy of questioning. This is improved through 'strategic questioning' where the readers become aware of their thinking.

This strategic questioning reveals the readers metacognition and supports the progress of learners' awareness of 'how' to learn in addition to 'what' to learn (Klingner, et al., 2007:6,102).

#### **4. Making predictions and inferences:**

Making predictions is 'on the line' strategy, and inferring is 'between the lines'. These two strategies enable readers to guess what they are reading and test their hypotheses when they complete reading. Predictions are based on what the readers already knew from reading the text, this can also involve background knowledge.

While inferences require the readers' ability to go beyond the literal meaning of the text, this strategy needs the association between the information in the printed text with the prior knowledge and experience to understand the text and give correct inferences about it (Moreillon, 2007:76-77; Lems, et al., 2010:177). Readers reach for these predictions and inferences through finding clues or connecting points that allow them to make conclusions. These results are a critical part of reading comprehension, and readers who predict and infer while reading are more active in constructing meaning than other readers.

#### **5. Determining main ideas:**

It is not easy for readers to remember each bit of information they read. So it is more helpful to concentrate on the main ideas in a text rather than memorizing the whole text. The main ideas in a text offer learners the chance to judge the value of any information and use it successfully. Learners need to learn how to 'access' information 'efficiently and effectively'. Then, it is not a matter of reading only, but learners should read to understand in order to comprehend the text and use the information within it effectively (Moreillon, 2007:96-97).

## **6. Using fix-up options:**

Sometimes, readers recognize that they are not understanding what they reading and learning this strategy helps in 'monitoring' the process of 'meaning-making' and check the text again to improve the process. Monitoring is a difficult task for a novice reader, since it is a critical step to recognize when he or she is not on the right path and not getting the supposed meaning of a text. The fix-up strategy suggests a set of solutions to readers which they can use to improve the process of meaning-making, such as rereading, reading ahead, reading aloud, or finding out the meaning of strange words. The delicate part for a reader is knowing when to use these choices (Klingner, et al., 2007:3,11-12).

## **7. Summarizing:**

The ability of learners to determine the main ideas of a text and summarize them reveals how much they understand what they are reading. Generally, there are two important skills that readers need to gain in order to accomplish this strategy. First, readers must isolate the vital meaning or 'gist' of each paragraph in the text, and this is known as finding the main idea (McNamara, 2007:394). Second, readers need to know how to synthesize, or blend, larger parts of text, such as several paragraphs together or a chapter into a summary which contains the basic information only. Teaching students the strategies to summarize according to Klingner et al (2007:116) enables them to: (1) distinguish between important information and details, (2) use key vocabulary or concepts, (3) synthesize information, (4) use their own words, and (5) write only what is needed to present the main idea(s).

#### **2.10.4. Models of Reading Comprehension**

There are several models of reading comprehension, each one concentrates on a specific aspect in reading while other models combine more than one aspect in describing the process of reading. The most discussed models of reading comprehension are bottom-up reading, top-down reading, and interactive reading. Each model helps in understanding the different skills and processes involved in comprehending texts. Nunan (2015:67-69) discussed the bottom-up model and stated that:

...bottom-up reading begins by matching individual letters of the alphabet with their corresponding sound and then blending these together to form words. ... [I]n reading the word cat, we mentally sound out the letter 'c,' 'a,' 't' then blend these together to form the word 'cat.' Words are combined to form phrases, clauses, and sentences, and then these are combined to form longer stretches of text such as paragraphs.

Then, in this model the process of reading starts from the smaller segments to the larger parts in a text. In other words, it starts from the easiest parts to the hardest ones. The problem with this model is that it takes a long time to transform symbols into sounds. So, it is not logical to carry on the process of reading in such a manner the thing that results in the second model of reading the top-down model.

Top-down process is the second model of reading comprehension. Within this process, the reader starts with assumptions, or hypotheses, about the meaning of what he/she is reading. At that point, the reader activates the background knowledge, and expects what the text is about (Kurby and Magliano, 2005: 339; McDonough, et al., 2013:119-120). In this model the process of comprehension is

directed by the reader's aims and expectations. As a result, a text can be understood without grasping the meaning of all the words in it.

There third model of reading comprehension, the interactive model, involves or mixes the former two models. Nunan (2015:67-69), considers this model as the most accepted one because it makes use of features of both bottom-up and top-down models. Successful readers combine elements of both models. They start mostly by using top-down reading strategies, but when they face a problem they move to bottom-up strategies. For example, when a reader begins with reading fast and finds new words, the situation requires the reader to slow reading and decode the new words. This means the reader shifted from top-down model to bottom-up model to understand the new words.

Clarke, et al. (2014:4-8) discussed the 'Construction-Integration Model' which offers a thorough view of the processes involved in reading comprehension. This model suggest that reading leads to the creation of a 'personal representation' about the meaning. This representation, or mental model, depends on the information from the text alongside the background knowledge of the words and the topic. The text is interpreted in terms of three levels:

1. The linguistic level, in which the reader recognizes and processes individual words and their meanings.
2. the microstructure level, in which the reader goes beyond words in isolation to recognise and process the meaning of larger chunks of text.
3. The macrostructure level, in which the reader recognizes and processes themes, topics and genre information about the text.

These three levels form what is called a 'textbase'. The textbase combines with the reader's present knowledge to form the 'individual's representation' of meaning of the text. This interpretation is called the 'situation model', by forming this model the reader depends on the

previous knowledge. To understand a text, readers sometimes need to theorize about some unspoken facts in the text such as the intentions, beliefs, and emotions. This process requires an awareness of the differences among people since people differ in their internal representation of the outer world. However, these models do not match the realities and vice versa, they simply represent people's theories about meaning which might be correct or not (ibid, 2014:4-8).

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## **Chapter Three**

### ***Methodology***

#### **3.1. Introduction**

This chapter describes the research methods and materials used to answer the study questions, as outlined in chapter one (1.4.). This chapter provides details of the methodology and fieldwork. Two methods of research are adopted, the first is an indirect method which is a questionnaire administered to EFL teachers from several specialties. The second method is a direct one and it is experimental since it investigates the effect of NLP on EFL learners through teaching a reading comprehension course to EFL students in the university level.

The following sections presents a detailed discussion of the resources utilized in the process of data collection. The steps followed in the experimental application is also presented and discussed.

#### **3.2. The Subjects**

The population of the first indirect method, the questionnaire, are English language teachers from different specializations and colleges. While the population of the second direct method of this study are the students of the second year day students at The University of Basra/ College of Arts/ Department of English. While the course that is taught to the students is reading comprehension.

##### **3.2.1. The Subjects of the Questionnaire**

The subjects of the questionnaire are English language teachers from the three English Departments at the University of Basra. The following is the name of the department followed by the number of teachers in it:

1. Department of English, College of Arts (21 teachers).
2. Department of Translation, College of Arts (24 teachers).
3. Department of English, College of Education (26 teachers).

The total number of teachers is (71).

### **3.2.2. The Subjects of the Teaching Activity**

The experimental group students are chosen out of the two sections of the second year students at the English Department/College of Arts/University of Basra. The choice was made according to the students' achievements in the pre-test. After comparing the mean of students' scores in the pre-test, group (A) was chosen as the experimental group because of the low mean of their scores which was (17.3). While group (B) was chosen as the control group because of their high mean in the pre-test and that was (33.6). It wasn't possible to split the students according to any measurement tool, e.g. a piloted test, because of the high number of students which is (125) students. Accordingly, a complete actual group in the Department is chosen. The experimental group which is group (A) consists of (63) students, and the control group which is (B) consists of (62) students.

### **3.3. The Design of the Questionnaire**

The questionnaire administrated to EFL teachers comprises 26 items, 23 of them are closed-ended items while the other three questions are open-ended. These items range from (5) "Always" to (1) "Never" according to the Likert-scale (Gorard & Taylor, 2004:105; Nemoto & Beglar, 2014:1-8). The questionnaire covers five categories that resemble the major techniques used in language teaching: modelling, rapport, learning styles (refers to the different learning styles and strategies of students), visualization, and anchoring. These categories cover both conscious and subconscious awareness of NLP, see appendix A for a copy of the questionnaire.

Since NLP is considered as a theory of communication, it is very much related to communicative language teaching approach. Henceforth, English language teachers might be subconsciously aware of some major principles of NLP. These are traced through the twenty six items that cover the previous categories. The questionnaire does not contain variables such as specialty, age, gender, years of experience, etc. are of no interest to the aim of the study, then they are not included and they don't prevent teachers from being up to date with the recent developments in English language teaching. In addition to these components, the questionnaire contains a cover letter that presents the title of the thesis, and explains the purpose of the study in order to get the most possible cooperation from the respondents.

The content validity of the questionnaire is judged by a jury which consists of five members:

1. Assist Prof. Dr. Jameel Qasim Hameed (Department of English \ College of Education) .
2. Lect. Dr. Abdulkareem Talib Al-Hadithi (Department of English \ College of Arts).
3. Dr. Muhammad Qassim Almaliki (Department of English \ College of Arts).
4. Firas F. Ali (Department of English \ College of Education) .

The questionnaire is administrated at ( 24/4/2017 ) by the researcher herself. The respondents were asked to respond and return the questionnaire within a week. Out of (71) copy only (40) questionnaires were returned and used.

### **3.4. The Design of the Tests**

The pre and post-tests are used for both the experimental and control groups. In this design, the experimental and control groups are identified according to their achievement in the pre-test. Then, a

post-test is administered to collect data about the students' achievements in reading comprehension after the experimental course. The tests were adopted from a series of books entitled *Select Readings: Teacher-approved readings for today's students*. These books are divided into three levels: *Pre-Intermediate*, *Intermediate*, and *Upper-Intermediate*.

#### **3.4.1. The Pre-test**

The reading comprehension pre-test consists of one passage adopted from the *Pre-intermediate* level book followed by twenty questions. These questions are not of one type, rather they varied according to some reading comprehension skills that students are aware of. Some of these skills are summarizing, inferring, identifying correct information, and tracing the students' points of view by directing the questions to them. This test is taken for both groups (A) and (B) within the normal class time (45 minutes). The results captured from the pre-test serve two purposes. First, these results are used to determine the experimental and the control groups. Second, they serve to compare them with the results of the post-test after the two months course, see Appendix B for a copy of the pre-test.

#### **3.4.2. The Post-test**

The post-test, on the other hand, also consists of one passage, but this passage is adopted from the *Intermediate* level book and followed by twenty questions as well. This test is more complex than the pre-test because it contains more reading comprehension skills, for both the experimental and the control groups. These skills in addition to the skills mentioned previously in the pre-test are: skimming, scanning, and guessing meaning from context. The advantage from this test is to measure the progress of the experimental group after taking a two months course of reading comprehension using NLP techniques. The results of this test serve to compare the level of achievement between

the two groups. This test is also taken within the normal class time (45 minutes), see Appendix B for a copy of the post-test.

### **3.4.3. The Scoring Scheme**

Both tests (pre-test and post-test) are intended to measure the students' achievements before starting the course, and after taking the course. So, both tests have the same weight which is (50) marks for each test.

### **3.5. The Learning Styles Test**

A learning styles test is administrated to the experimental group after the pre-test to help EFL learners to discover their own learning styles and benefit from these experience. The test is adopted from Wong (2009) where she presented a test suitable for EFL learners and comprised of (50) yes/no questions. The answers are calculated by the students themselves where they count the number of items with the 'yes' answer and check them within a list combined with the test to find out the learning style(s). The experimental group includes (63) students, only (54) students participated in the test. The results of this test was used to design the course and present class activities that serve all the learning styles in the class, see appendix E for a copy of the test.

### **3.6. Validity of the Test**

Validity in testing is conventionally understood to mean determining whether a test really measures what it is intended to measure, or uncovering the relevance of a given test or any of its components as an instrument to detect a specific skill and all its aspects. Tests are designed with a purpose, and the accomplishment of this purpose is the interest of validity (Heaton, 1988:159; Fulcher and Davidson, 2007:4). Weir (2005:17) states that a test is valid when it evaluates a specific aspect in language by using 'a variety of

quantitative and qualitative methodologies', these will result in test scores valid enough to provide 'inferences' about the test-taker's level in any language skill.

There are other qualities that a test should maintain, face and content validity. As for face validity, it refers to what a test appears superficially to measure, or to what extent the test can be considered suitable to test takers (Evers & Walberg, 1999:232). Weir's (2005:19) concept of content validity, or context validity according to the socio-cognitive approach he adopts in his book; he states "[It] is concerned with the extent to which the choice of tasks in a test is representative of the larger universe of tasks of which the test is assumed to be a sample."

The reading comprehension tests are designed to test the students' ability to understand the English texts they are studying. The tests were not exposed to a jury to ensure their validity since they are taken from authentic reading comprehension books that are already used in the curriculum.

### **3.7. Reliability of the Tests**

Reliability addresses the question of whether or not a measuring instrument is consistent. In that, reliability deals with test scores, and how much consistent they can be across different situations. This consistency of the test scoring should be available for both the raters and test takers. As for raters, the test results should be consistent between different raters, and between the same rater on different occasions. As for test takers, on the other hand, the test results, if they are retested, should be relatively the same (Bachman and Palmer, 1996:19-20; Johnson K. and Johnson H., 1999:273).

To measure the reliability of tests which is estimated by comparing two sets of results from the same test. There are several ways to gather these information that Byram (2000:514) outlined them:

1. Test-retest reliability
2. Parallel form reliability and Split-half reliability
3. Intra-rater and inter-rater reliability

All these aspects are achieved in both tests since they are adopted from authentic books that are already used in teaching reading comprehension courses in the University of Basra The materials within these books are regularly adopted and adapted in tests. Then, there are no need to investigate their reliability again.

### **3.8. Experimental Application**

The teaching of the selected materials to both groups of students (experimental and control) began on 22/4/2017, and lasted for two months, with a rate of three hours weekly.

The following phases were accomplished to apply NLP techniques and principles to reading comprehension courses to reach for the supposed positive effects which is raising the level of achievements of students. A pre-test in reading comprehension was administered to the subjects of both groups on 22/4/2017. At the end of the course a post-test in reading comprehension was administrated to measure the progress that the students achieved. The test was administrated on 26/4/2017.

The researcher depended on the course book *Intermediate: Select Readings: Teacher-approved readings for today's students* that is already used to teach the second year reading comprehension course. So, both the experimental and control group received the same materials.

To make sure that the experimental group is receiving the intended concepts the researcher herself started teaching the experimental group using precise NLP strategies and these are: modelling, anchoring, reframing, mirroring, pacing, and visualization. In addition to paying attention to the learning styles of students or what is known as the VAK system. Moreover, the students became more familiar with most of NLP principles because of devoting one hour weekly to that purpose.

The steps adopted in teaching reading comprehension to students are modified by the researcher, a detailed description of the lessons plan is founded in appendix C. The following is the essential design for the three hours in the week:

- **The first hour :** In the first hour of each week, the researcher focused on engaging the students with NLP principles and techniques. This will verify the hypothesis that getting knowledge about NLP principles and techniques helps students to improve themselves. In each hour a topic is presented and explained by the researcher using aids such as you tube videos, booklets, sound tracks, and posters, see appendix C.
- **The second hour:** This hour is devoted to reading the texts in the course book. The researcher uses the techniques related to the teachers during the lesson such as creating rapport, modelling, mirroring, and pacing. The students, on the other hand, used what they learned from the first hour in order to enhance their comprehension of the texts. After listening to the sound tracks of the texts, the following phases took place:
  1. One of the students reads the passage while the others listen carefully and try to imagine the events in the passage in their minds like a film.
  2. The students are given five minutes to read the passage silently.



3. Then the students are asked to give a summary about the passage, and students chose the method that suited them, they can write down the summary, telling it aloud depending on their memory, or read the important events from the passage directly.
  4. New vocabularies are memorized by the use of visualization, which is the first technique presented to students, in addition to focusing on new grammar materials.
  5. Ten minutes before the hour ends are given to students to talk about what they have in mind about all the steps mentioned above.
- **The third hour:** In this hour the focus is on the exercises that follows the text in the course book. The students were asked to answer as much items they can at home. Then, after checking the answers in the class, the researcher presents additional activities related to the reading comprehension strategies that learners need to learn. This is done by various aids to serve all the learning styles. Additionally, the researcher tries to create a positive environment which engages the learners in the process of learning.

**Chapter Four**  
***Analysis of Results***

**4.1. Introduction**

The data in this study is derived from two sources. First, the results obtained from the questionnaire which is presented to English language teachers in the three departments of English at the University of Basra. Second, two sets of scores which were obtained from administering two types of tests, a reading comprehension pre-tests and post-test for two groups, experimental and control. These results were collected by following the procedures mentioned in chapter two. This chapter presents the statistical analysis of the data, the results, and discussion.

**4.1. Statistical Tools Used**

After collecting the data, the following procedures were used to analyze the data. The one-way ANOVA test is used to analyze the results of the questionnaire according to two variables, these are the specialty of teachers either linguistics or literature.

As for the tests, the paired sample t-test is utilized in order to find out whether there were any significant differences between control and experimental group results in both tests.

The following abbreviations are used in the following tables to denote the following terms:

- **Mean:** The average difference between the two variables.
- **Standard deviation:** The standard deviation of the difference scores.
- **Standard error mean:** The standard error (standard deviation divided by the square root of the sample size). Used in computing

both the test statistic and the upper and lower bounds of the confidence interval.

- **t:** The paired T test statistic (denoted  $t$ ).
- **df:** The degrees of freedom for the test.
- **Sig. (2-tailed):** The  $p$ -value corresponding to the given test statistic  $t$ .

#### **4.3. The Presentation of Results**

The results of both the questionnaire and the tests seek to answer the research questions presented in (1.4). On the part of teachers, the purpose is to find out if they make use of some NLP techniques. These techniques are shared with well-known teaching methods such as communicative language teaching, suggestopedia, and community language teaching. While the pre and post-test aims to check any significant effect in employing NLP in teaching English language with a special reference to reading comprehension.

The results of the first procedure, i.e. the questionnaire, are both quantitative regarding the closed-ended items, and qualitative regarding the open-ended questions since they contain direct comments from English language teachers which reveal their attitudes and reactions through answering the questions. The second procedure, the pre and post-tests, is a mere quantitative method since the data from the tests are the students' scores in both tests. This data aims to measure the actual achievement of students after taking a course where NLP principles and techniques were used.

#### **4.4. The Analysis of the Questionnaire Results**

The results derived from the questionnaire are divided into two parts: the closed-ended questions and the open-ended questions.

These results are compared according to one variable which is the specialty of English language teachers. So the results will be presented in two sections. See appendix A for a copy of the questionnaire in addition to a list of the results.

#### 4.4.1. The Results of Closed-Ended Items

The questionnaire which is one of the study procedures employed in this research was directed to EFL teachers and aims at investigating the amount of knowledge that teachers have about NLP techniques and principles whether consciously or subconsciously as it is questioned in chapter one (1.4).

The twenty-three closed-open questions cover five categories: rapport, modelling, learning styles, visualization, and anchoring. The results were treated by using the ANOVA test. Table (2) presents the output of the ANOVA analysis.

Table (2): The output of the ANOVA analysis

Category	df	F	Sig.
Rapport	1	3.884	0.059
	28		
	29		
Modelling	1	2.520	0.124
	28		
	29		
Learning styles	1	1.312	0.262
	28		
	29		
Visualization	1	.663	0.422
	28		

	29		
Anchoring	1	1.203	0.282
	28		
	29		

The previous table shows the significance value for each category. The value for all the categories is more than the alpha value which is (0.05) and this means there are no significant differences among them.

#### 4.4.2. Detailed Discussion of Teachers' Results for each Category

The differences among the teachers in each category according to their answers to each item have its own significance. These individual differences shed light on specific aspects about the real use of NLP techniques and principles in English language teaching. The comparison among the answers is carried out by taking the highest mean (M) and the lowest standard deviation (SD) for each category and vice versa.

The numbers in these tables from (1 to 5) in the first row stand for the value of each choice, from (1) 'Never' to (5) 'Always'. While the numbers from (1 to 4) in the second column stands for the item's number as it appeared in the questionnaire, see Appendix A.

##### 4.4.2.1. Creating Rapport

This category discussed how EFL teachers create rapport with their students through four items. The four items concentrate on matching and mirroring techniques to create rapport through items number (1) and (2), and how to pace and lead students through items number (3) and (4), see table (3). The highest mean founded in item number (3) " I

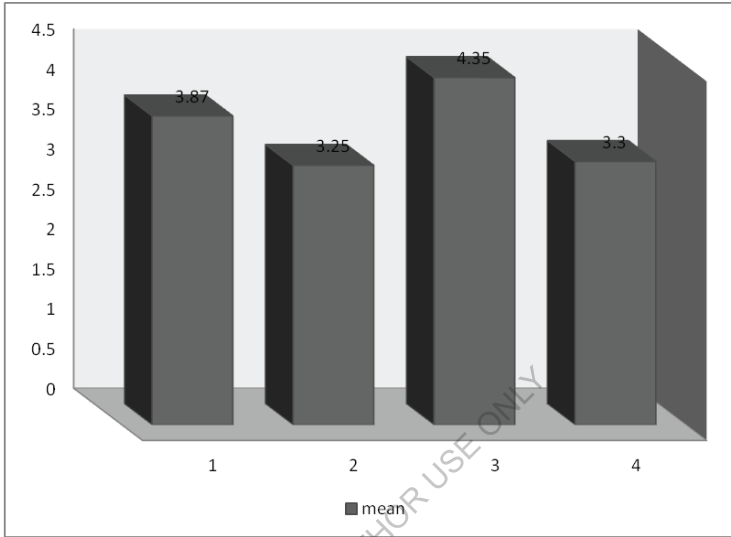
encourage my students to converse in English.". Along with the highest mean (M = 4.35) comes the lowest standard deviation (SD = 0.76) which means that the teachers' responses to this item are close. What is concluded from these numbers is the regular use of pacing and leading in the class among teachers to help students change their view to difficult topics.

*Table (3) The mean and standard deviation for the answers of each item according to the category 'Rapport'*

	Item No.	1	2	3	4	5	mean	s.d.
	Rapport	1		3	9	18	10	3.87
0			5.1	15.3	30.5	169		
2		1	12	9	12	6	3.25	1.12
		1.7	20.3	15.3	20.3	10.2		
3		1	4	15	20	40	4.35	0.76
		1.7	6.8	25.4	33.9	67.8		
16		0	7	17	13	3	3.3	0.853
		0	11.9	28.8	22	5.1		

While the least method used to create rapport was matching or mirroring which was raised in item number (2) "It is helpful for teachers of English to use some words or phrases used by their students, i.e. the language that suits their age and their level in English language.". This is proved through the lowest mean (M = 3.25) and the highest standard deviation (SD = 1.12) which means that EFL teachers' responses to this item is diverse, then this is the least used technique to create rapport. Matching or mirroring is a basic technique to create rapport since using such a way enables teachers to understand students in a better way and allows students to behave in

a friendlier manner with their teachers. The means for each item is presented in Figure (2)



**Figure (2) The means for each item in the category 'Rapport'**

#### **4.4.2.2. Modelling**

The process of modelling is the most important concept in NLP thus it represents the basic technique which paves the way for applying other NLP techniques. Six items were devoted to examine the manipulation of this technique by EFL teachers. The items sequence from modelling other successful experiences, including the teachers' own experiences, as in items number (4) ,(5), and (6). Items numbers (7), and (17) concentrates on using the representational systems which are considered as the keys for successful modeling. As for item number (22) it investigates whether EFL teachers decide their teaching outcomes or not. This act represents the real awareness of the

modelling process which results in a clear plan that contains the desired outcomes and how to achieve them.

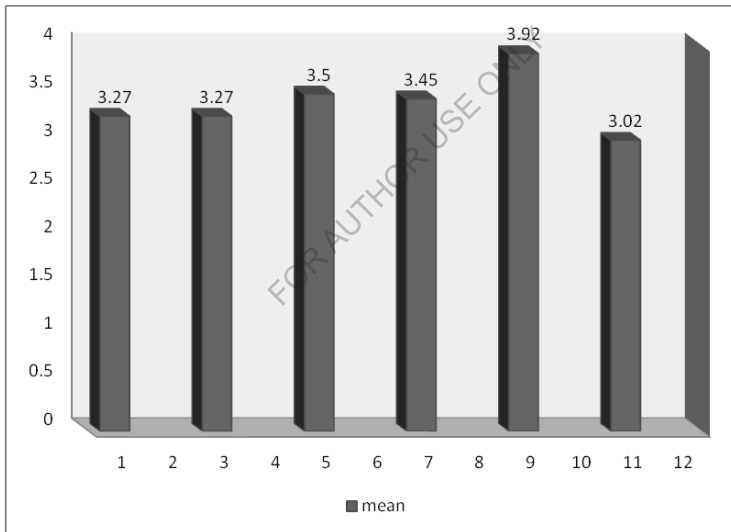
From table (4) it is obvious that all the means for all the items are relatively close. Yet there is a sort of agreement on item number (17) " I concentrate on boosting up my students' self-esteem." due to its high mean ( $M = 3.92$ ) and its low standard deviation ( $SD = 0.99$ ). This result draws the attention to the importance of students' self-esteem. Moreover, when teachers focus on improving students' self-esteem this means that teachers are trying to impose a positive and strong model of life to their students.

*Table (4) The mean and standard deviation for the answers of each item according to the category 'Modelling'*

Modelling	Item No.	1	2	3	4	5	mean	s.d.
	4	5	6	10	11	8	3.27	1.3
		8.5	10.2	16.9	18.63	13.6		
	5	2	7	16	8	7	3.27	1.1
		3.4	11.9	27.1	13.6	11.9		
	6	1	5	14	13	7	3.5	1.01
		1.7	8.5	23.7	22	11.9		
	7		9	13	9	9	3.45	1.08
			15.3	22	15.3	15.3		
	17	1	3	6	18	12	3.92	0.99
	1.7	5.1	10.2	30.5	20.3			
22	5	8	14	7	6	3.02	1.229	
	8.5	13.6	23.7	11.9	10.2			



On the other hand, the item that received the least responses is number (22) "As an English language teacher I set the teaching outcomes in my syllabus.". The mean for this item is ( $M = 3.02$ ) and the standard deviation is ( $SD = 1.229$ ). Then, most teachers don't agree on setting their teaching outcomes. Deciding desired outcomes or goals is a core principle which supports successful modelling. These results contradict with the use of modelling in EFL teaching since the other four items are relatively close in the mean and the standard deviation which indicates the use of modelling in the class. Then, EFL teachers have no conscious awareness about modelling and what they agreed upon is nothing but a natural tendency to perfection. The following figure (3) shows the means for the six items.



**Figure (3) The mean for each item in the category 'Modelling'**

#### 4.4.2.3. Learning Styles

This category draws the attention to a very important principle in NLP which is the representational systems, or learning styles as they are known in the pedagogical context. The awareness of this principle reinforces the relation between NLP and communicative language teaching. To verify this relationship in addition to exploring the application of this theory in EFL classes five items examined this category. All the five items concentrate on the knowledge of learners' learning styles (visual, auditory, and kinesthetic) and how this knowledge is used in the class.

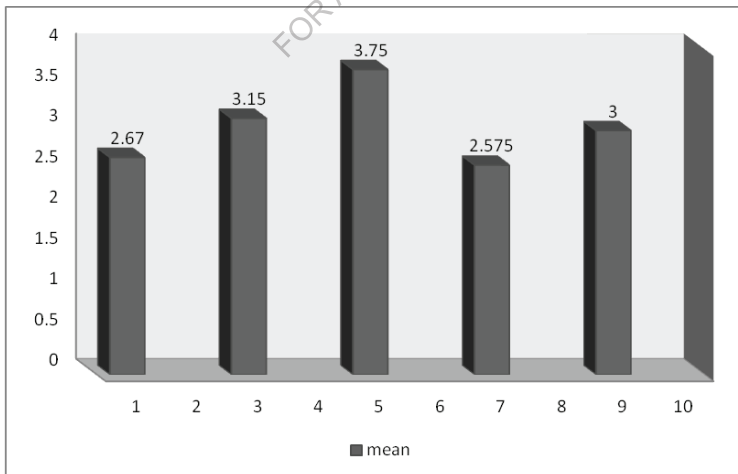
It is obvious from Table (5) that most teachers agreed upon item number (10) " I offer my students enough time to write down notes and do class activities.". This is stated by the high mean ( $M = 3.75$ ) and the low standard deviation ( $SD = 0.92$ ) of this item compared with the other items in this category. It is a natural tendency to give students time to write down notes and complete class activities. But it is very important since learners differ in receiving and internalizing new information according to their representational system, or learning style. Kinesthetic learners are the beneficiaries from applying this method in the class since they are the learners who tend to practice in order to learn.

*Table (5) The mean and standard deviation for the answers of each item according to the category 'Learning Styles'*

Learning Styles	Item No.	1	2	3	4	5	mean	s.d.
	8	7	9	16	6	2	2.67	1.09
	11.9	15.3	27.1	10.2	3.4			
9	3	11	8	13	5	3.15	1.18	
	5.1	18.6	13.6	22	8.5			

	10		4	11	16	9	3.75	0.92
			6.8	18.6	27.1	15.3		
	15	7	16	7	7	3	2.575	1.195
		11.9	27.1	119.9	11.9	5.1		
	18	3	8	16	12	1	3	0.96
		5.1	13.6	27.1	20.3	1.7		

On the contrary, the least used method to identify the learning styles is watching students' eye movements. The mean for this item number (15) is ( $M = 2.575$ ) which is low when compared with the other means. The standard deviation is (1.195), it is very high and it reveals the variance among teachers regarding this method. Then, most teachers do not watch students' eye movements which indicates they are not aware about the role of eye movements in identifying the learning styles for EFL learners.



**Figure (4) The mean for the category 'Learning Styles'**

#### 4.4.2.4. Visualization

Visualization is one of the NLP basics that may also be described as an NLP secret. Humans tend to imagine what they are going to do habitually. NLP harnesses this process since the mind does not readily distinguish between what it is really seen and what is imagined in the mind. It is all just images. Whatever we think about our unconscious will endeavour to create. To measure to what extent visualization is used in EFL teaching five items discussed this technique in the questionnaire. The items come across the importance of memory for EFL learners, the importance of imagination, and how visualization takes part in EFL planning.

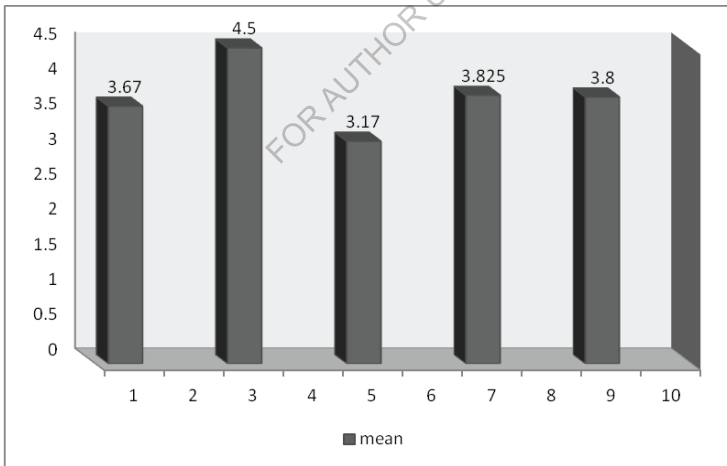
The highest mean in this category, and the highest mean among all the items in the questionnaire, was for item number (13) " Poor memory is a problem that students face in English language learning". The mean for this item is ( $M = 4.5$ ) and the standard deviation is ( $SD = 0.877$ ), see table (6) below. Visualization expresses the positive use of the mind, in other words, how to use your mind sufficiently. Memory is one of the aspects that can be boosted up through visualization and its importance is approved by teachers whether they know how to use visualization as an NLP technique or not.

*Table (6) The mean and standard deviation for the answers of each item according to the category 'Visualization'*

Visualization	Item No.	1	2	3	4	5	mean	s.d.
	12		8	7	15	10	3.67	1.017
			13.6	11.9	25.4	16.9		
	13	1		4	8	27	4.5	0.877
		1.7		6.8	13.6	45.8		
	14	3	10	8	15	4	3.17	1.152

		5.1	16.9	13.6	25.4	6.8		
	21	2	2	10	13	13	3.825	1.11
		3.4	3.4	16.9	22	22		
	23		4	11	14	11	3.8	0.96
			6.8	18.6	23.7	18.6		

On the contrary, item number (14) " English language teachers and learners alike need to be familiar with sight reading (the ability to read fast)" is the least approved on item in this category. The mean for this item is (M = 3.17) and the standard deviation is (SD = 1.152). These results denote that EFL teachers do not consider the ability to read fast as an effective element in the process of learning. Visualization is used to improve this ability and denying its importance refers to a low level of knowledge concerning visualization.



**Graph (5) The mean for each item in the category 'Visualization'**

#### 4.4.2.5. Anchoring

Anchoring is a useful NLP technique for making a certain frame of mind or emotion, such as happiness or relaxation. It usually involves a touch, gesture, any other physical action or even a word as an anchor, like a trigger for a desired emotion, and recall it again later using that same anchor. How this technique can be helpful in EFL teaching is examined through three items, each item concentrates on a situation where anchors can be made or recalled. Two items (19) and (20) are followed by an open-ended question to trace the conscious awareness of such a technique. The results of these two questions will be discussed in the following section.

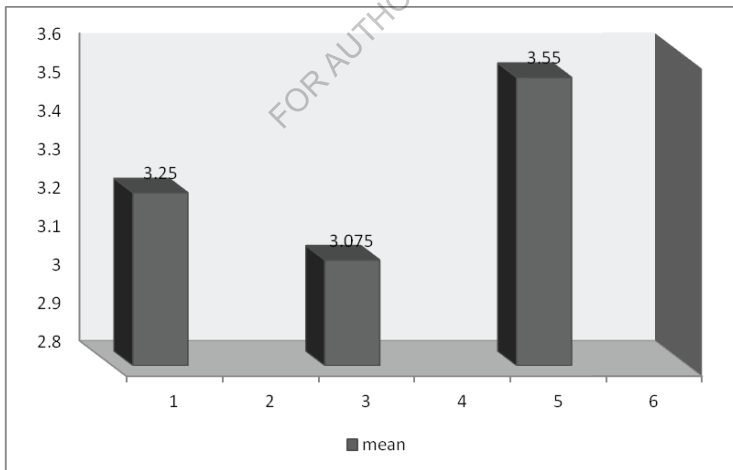
The results presented in table (7) reveal that most teachers encourage their students to be better learners due to the high mean ( $M = 3.55$ ) and the low standard deviation ( $SD = 1.06$ ) for item number (20) "I encourage my students to develop themselves as learners.". This encouragement from teachers is very effective since it can establish an anchor for learners to recall along the process of EFL learning. Yet, how EFL teachers encourage their students to create anchors is investigated in the following section.

*Table (7) The mean and standard deviation for the answers of each item according to the category 'Anchoring'*

Anchoring	Item No.	1	2	3	4	5	mean	s.d.
	11	5	7	10	9	9	3.25	1.33
	8.5	11.9	16.9	15.3	15.3			
19		16	10	9	5	3.075	1.017	
		27.1	16.9	15.3	8.5			
20		8	11	12	9	3.55	1.06	

			13.6	18.6	20.3	15.3		
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The least source of anchoring in this category is founded in item number (19) " I prepare my students before they sit for a test.", The mean is ( $M = 3.075$ ) and the standard deviation is ( $SD = 1.017$ ). These results suggest the use of anchoring in EFL classes but with different rates. In spite of the uncomfortable feelings that tests cause to a lot of students, yet little is done to reduce the source of tension that students have before sitting for a test. The reasons behind that attitude are traced in the following sections through the answers that teachers gave for the open-ended question that followed item number (19). Moreover, it is obvious from figure (6) that the means in this category are close and this indicates a tendency to establish anchoring although most of teachers might not be aware of anchoring as a NLP technique.



**Figure (6) the means for the category 'Anchoring'**

#### **4.4.3. The Results of Open-ended Questions in the Questionnaire**

In addition to the closed-ended items, the questionnaire contains open-ended questions that are either attached to closed-ended items or listed as separate questions, see Appendix A. These answers were not included in the previous statistical analysis because the range of these answers differ from those of closed-ended items. However, these answers are important since they are very much attitudinal and they provided a qualitative data to figure out the real use, or the awareness, of NLP as a theory that can be used in EFL teaching.

The responses to the open-ended questions were not as high as the responses to the closed-ended items. Nevertheless, the derived answers reflect some facts about what is really used or believed regarding the pedagogical process. The results were listed according to the regularity of answers, and these are calculated by deriving the percentage. The following tables and figures explains these ranges.

##### **4.4.3.1. Results of Question No. (8)**

In this question " what are the teaching methods that you make use of ?" which followed item number (8). The results varied as it is shown in table (8) from the highest percentage for using communicative language teaching (CLT) (37.5%) and the eclectic method (32.5%) to the lowest percentage for the direct method (5%) and grammar-translation method (5%). This question is related to learning styles or what is known in NLP as the representational systems. It is necessary to change from one teaching method to another one in order to communicate with all the learners' styles available in an EFL class.



Table (8) Results for item number (8)

	regular responses	N	percentage
1	communicative language teaching	15	37.5%
2	eclectic method	13	32.5%
3	audio lingual method	3	7.5%
4	direct method	2	5%
5	grammar-translation method	2	5%

#### 4.4.3.2. Results of Item No. (18)

The item number (18) in the questionnaire discussed the use of teaching aids in the class, and teachers were asked to list three teaching aids they use in the class. This item is related to learning styles category and it aims to find out whether EFL teachers vary the teaching aids they use to satisfy the students' needs. The results show a bias towards visual aids at the expense of other aids, more than 67% of teacher use visual aids and videos. Only (12.5%) of teachers use different teaching aids, and (22.5%) of teachers do not use any teaching aids in the EFL class. As for audio aids, (27.5%) of teachers use audio aids only. This goes against the adoption of NLP in EFL teaching since communication involves more than the visual aspect. The basic three learning styles, i.e. visual, auditory, and kinesthetic, were not used effectively in the class. The following table (9) presents the results.

Table (9) The results of item number (18)

	responses	N	percentage
1	visual aids	17	42.5%
2	audio aids	11	27.5%
3	internet + videos	10	25%
4	all of them	5	12.5%
5	no aids	9	22.5%

The percentage of teachers that did not use any aids is high and it denotes the neglect of a very important element in language teaching. This, absolutely contradicts with using CLT in the class because the essence of this method is involving learners in a real-life situations with using the language really used in these situations. The following figure (8) show the distribution of results more clearly.

#### 4.4.3.3. The Results of Item Number (19)

Item number (19) contains a closed-ended item about preparing students before tests, and this is followed by a question about how this preparation is taken place. This item is within the category 'anchoring' and the raised question examines how teachers help their students before sitting for a test. The results varied from reviewing the test material which had the highest percentage (35%). Although this act is the regular one, but it is not how anchoring is established. Then, there is a limited knowledge about this technique. The lowest percentage was for trying to reduce the students' stress (5%), see table (10) below. It is obvious from these results that a high percentage of teachers do not prepare their students before taking a test. This is due to several

reasons, but the most agreed upon reasons were the limitation of time and students do not need preparation before tests.

*Table (10) the results of item No. (19)*

	Responses	N	percentage
1	review the test material	14	35%
2	try to reduce the students' stress	2	5%
3	cannot prepare students because of the limitation of time	6	12.5%
4	no need to prepare students	7	17.5%

When teachers ignore preparing students before tests they ignore anchoring positive attitudes. These attitudes help students to overcome the tension they face before tests and steer their attention to what they can do rather than what they cannot. Furthermore, figure (9) shows the distribution of results.

**4.4.3.4. The results of item number (20)**

Developing learners is the interest of this item, and it is carried out through asking how teachers help in encouraging their students to develop themselves as learners. This item is related to anchoring where learners need to focus on what they already have, i.e. language skills, and start from this step forward to develop themselves. The role of teachers is to draw the students attention to these skills and help their students in improving them. The results show that (55%) of teachers consider listening as the first source of development for EFL learners, while (47%) of teachers agreed upon reading, these two skills received the highest percentages, see table (11).

*Table (11) the results of item No. (20)*

As for speaking, (32.5%) of EFL teachers considered speaking English as the main motive for learners to develop themselves. On the other hand (32.5%) of teachers focused on watching videos or movies to improve themselves. While (15%) of teachers considered developing EFL learners as the learners responsibility not the teachers. More than (75%) of EFL teachers answered this question and this shows their interest in developing their students which is a positive attitude that counts for EFL teachers.

#### **4.4.3.5. The Results of Item Number (22)**

Outcomes are very important in English language teaching because through these outcomes the fruitfulness of the learning process is decided. Meanwhile, in NLP outcomes is the results that someone gets from adopting specific behaviours. These behaviours are considered useful when the intended outcomes are achieved. Teachers need to decide what the teaching outcome should be and adjust their behaviours to achieve these outcomes. Item (22) arouses a number of different attitudes that did not share a lot with NLP, see table (12).

As can be seen in the above table, respondents agreed that the teaching outcome is developing students since (35%) of teachers give the same answer to this question. Whereas, (27.5%) of teachers believe that higher authorities decide outcomes. Two other groups of respondents have different outcomes, (12.5%) of teachers consider completing the curriculum as their teaching outcome, and (17,5%) teachers think that students' success is the outcome of their teaching. Unfortunately, (20%) of teachers do not set any outcome for their teaching. None of these answers relate to the concept of deciding outcomes within NLP except the one concerning the development of

students. This also denotes that EFL teachers are not aware of this NLP principle as well.

**4.4.3.6. The Results of Question Number (24)**

This question inspects whether EFL teachers know what the term 'visualization' means in NLP context. Visualization is one of the most important techniques in NLP, and if teachers know what does visualization mean and how to use this technique for their own advantage. Based on the answers to this question, only (10%) of teachers concluded the correct meaning of this term as it is really used in NLP which is looking to the future in appositive way, see table (13) below.

*Table (13) the results of question No. (24)*

	Responses	N	percentage
1	imagination	10	25%
2	understanding words and texts by relating them to images	9	22.5%
3	visual sense	6	12.5%
4	looking to the future	4	10%
5	nothing	11	27.5%

A high number of teachers (25%) of teachers come across the direct meaning of visualization and relate it to imagination. Imagination is one facet of visualization, and it is not the intended meaning of this term in NLP. The other answers revolve around the visual sense in one way or another, (22.5%) of teachers think that visualization means understanding words and texts by relating them to images, and (12.5%) of them relate visualization directly to the visual sense. A high

percentage of teachers (27.5%) admit they do not know what the term means. In fact, that is good because when people recognize what they do not know this will enable them to feedback their current knowledge. It is essential to realize what the human mind can do and how visualizing any experience that a person wants to go through helps in accomplishing it more successfully. Accordingly, this technique improves the performance of both teachers and learners.

#### 4.4.3.7. The Results of Question Number (25)

The interest of this question is detecting how much teachers know about learning styles since they are very important in NLP and in language teaching as well. Learning styles are getting more attention in the last twenty years due to their advantages for language teaching and there are authorized published books that discussed this topic as an isolated topic such as Coffield, et al. (2004), Wong (2009), and others. Then, it is not only attached with NLP, rather, it is a modern tendency in EFL teaching. What is in common between NLP and learning styles is the term 'representational systems'. Both deal with the differences among people in perceiving and internalizing the outer world and every day experiences. Table (14) below presents the percentage of answers to the question.

*Table (14) Results of question No. (25)*

	Responses	N	percentage
1	Skills of students	10	25%
2	Differences among students	11	27.5%
3	Strategies used by students	3	7.5%
4	nothing	8	20%

The positive side of the answers revealed that more than (25%) of EFL teachers are aware of this term and recognized that learning styles are the differences among learners in perceiving and expressing the world in general and what they are learning in particular. Yet, there still a (20%) of teachers who did not know what the term means and (35%) of teachers who give different answers to the question. Hence, more than (50%) of EFL teachers do not know accurately what the term means, see table (14) above.

**4.4.3.8. The Results of Question Number (26)**

The final question in the questionnaire inquires directly about the relation between NLP and language teaching. To answer this question there must be a knowledge about NLP or teachers are flexible enough to accept the relation between this new field and teaching. The results revealed that (40%) of EFL teachers agreed upon the relation between the two disciplines whether they have knowledge of NLP or not. The rest results varied, see table (15) below.

*Table (15) The answers for question No. (26)*

	regular responses	N	percentage
1	there is a relation between NLP and EFL teaching	16	40%
2	there is no relation between them	12	30%
3	nothing	8	20%
4	not my field of specialty	4	10%

It can be realized from the above table that (30%) of teachers admit that there is no relation between NLP and EFL teaching, (20%) of

teachers did not know anything about such relation, and (10%) of them considered the question away from their field of specialty. The variation of answers reflects the fact that even if EFL teachers did not know what is NLP or how it can be used within the field of English language teaching, they still welcome such a relation which is promising for future development.

#### 4.5. The Results of the Learning Styles Test

Learning styles are essential within NLP, and to apply the experiment on EFL learners there was a need to determine the learning styles for the experimental group. The aim behind this test was to engage students in the learning process by knowing their learning styles and the qualities of each style. This, certainly, enabled students to realize their potentials and abilities. Furthermore, identifying the learning style means identifying how knowledge is best perceived and communicated to the outer world. The test was adopted from Wong (2009) where she presented a test to identify the students' learning styles.

*Table (16) the results of learning styles test*

	V	A	K	V+A	A+K	V+A+K	Total
Number of students	21	10	14	4	1	3	53
percentage	33.3%	15.8%	22.2%	6.34%	1.58%	4.76%	83.98%

Table (16) reports the following facts about the test, the total number of students who participated in the test were (53) students form the total number of students in the experimental group which is (63) students, i.e. (83.98%). The results fall within the major learning styles: visual (V), auditory (A), and kinesthetic (K). The most current



style in the class was the visual style since (21) students were visual learners. The second style is kinesthetic with (14) students, and the third style was auditory with (10) students. These were the results for students with one basic preference, in addition to these results there were (4) students with two preferred styles visual and auditory, (3) students that work with the three styles visual, auditory, and kinesthetic, the last is (1) student with auditory and kinesthetic preference. This step is in the heart of using NLP in EFL teaching where identifying learning styles which are known as the representational systems within NLP is the first step in creating rapport and help students to model positive behaviours, and etc.

The results of this test were manipulated in designing the lessons for the experimental group. According to the findings, the activities varied to suit the three learning styles, and the researcher tried to meet these styles through the class discourse between her and EFL learners in the experimental group. On the part of learners, knowing their learning styles is supposed to help them in determining their strengths and benefits from them in every possible level. Moreover, several lessons devoted to this topic to raise students awareness about the importance of their learning styles. To ensure the benefits, a booklet was distributed to the experimental group learners so they can check all the details, see appendix E.

#### **4.6. The Results of the Pre and Post-tests**

These tests include 20 different questions, that focus on checking the participants' reading comprehension skills and the ability to use reading comprehension strategies as well. The tests were adopted from the book that students are studying during the semester. To carry on the comparison, first the descriptive statistics for participants'

performances in the reading comprehension pre-test in the two groups were calculated. Table (17) manifests the related descriptive statistics.

*Table (17) Descriptive Statistics for Control and experimental Groups' reading comprehension achievement on Pre-test*

source	Mean	N	Std. Deviation	Std. Error Mean
Experimental group	17.3654	52	5.56258	0.77139
Control group	33.6923	52	7.84041	1.08727

As obvious in table (17), the average mean score of the experimental group was ( $M = 17.36$ ) with the standard deviation of ( $SD = 5.56$ ); the mean score of the control group turned out to be ( $M = 33.69$ ) with the standard deviation of ( $SD = 7.84$ ). The mean of reading comprehension achievement on the pretests of the two groups are far from each other implying that they are not at the same level of reading comprehension proficiency. Depending on these results, the experimental group was chosen in order to apply the reading comprehension course by using NLP principles and techniques.

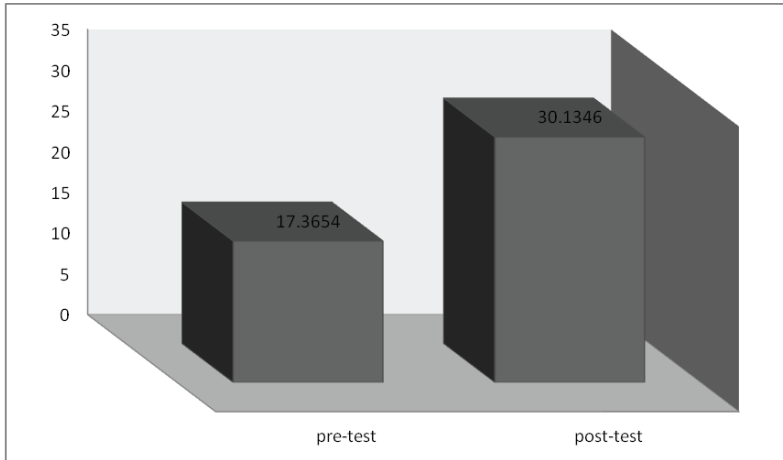
In order to compare the mean score of the control and experimental groups in the post-test, the participants' performances on reading comprehension post-test in the two groups were assessed. The related descriptive statistics are demonstrated in Table (18) below.

*Table (18) Descriptive Statistics for Control and experimental Groups' reading comprehension achievement on Post-test*

source	Mean	N	Std. Deviation	Std. Error Mean
Experimental group	30.1346	52	9.08571	1.25996
Control group	33.3654	52	6.96498	0.96587

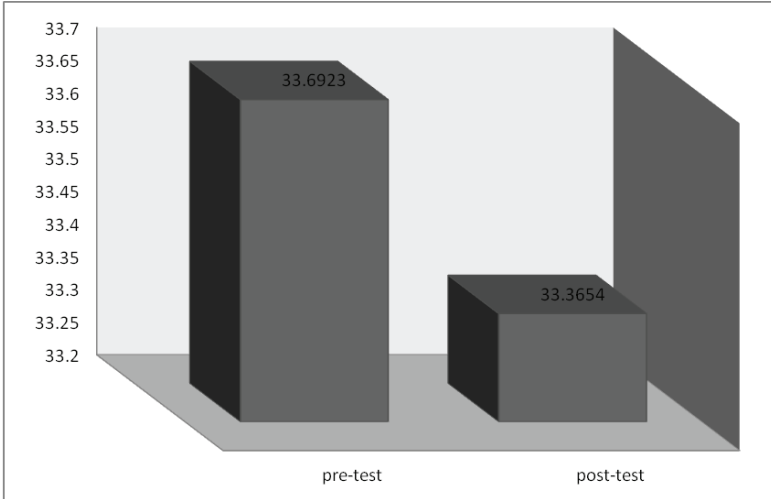
Table (18) above illustrates that, the average mean score of the experimental group was ( $M = 30.13$ ) with the standard deviation of ( $SD = 9.08$ ). On the other hand, the average mean score of the control group was ( $M = 33.36$ ) with the standard deviation of ( $SD = 6.96$ ). In fact, the means of reading comprehension achievement on the post-tests of the two groups are not far from each other and the standard deviations of them are very different from each other. These results are arrived at when comparing the means of the two groups in each the pre and post-tests.

But when these results are compared according to within groups achievement in both tests, it is obvious that the average mean of the experimental group had increased from ( $M = 17.36$ ) in the pre-test to ( $M = 30.13$ ) in the post-test, see figure (7). It is obvious from these results that the level of achievement of the experimental group in the post-test is higher than their achievement in the pre-test.



**Figure (7) The difference in means for the experimental group**

The matter is different according to the results of the control group in the pre and post-tests, the average mean of this group in the pre-test was ( $M = 33.69$ ), while their mean in the post-test was ( $M = 33.36$ ). These results are nearly close to each other and they denote that there was no difference in achievement within the control group in both tests, see figure (8).



**Figure (8) The difference in means for the control group**

These scores were calculated by the paired sample t-test to find out if there are a statistically significant difference among them, see table (19) below.

*Table (19) Paired Samples Test*

Paired Differences						
	Mean	Std. Deviation	Std. Error Mean	t	df	Sig. (2-tailed)
Group A pre & post-test	12.76923	9.01331	1.24992	10.216	51	0.000
Group B pre & post-test	0.32692	5.08640	0.70536	0.463	51	0.645

The results of the paired sample t-test show a significant difference from pre-test of the experimental group to post-test of the same group,

in which t- value is (10.21) and P- value is 0.00 which is smaller than the alpha value ( $0.00 < 0.05$ ). The results of the paired sample t-test for the control group from the pre-test to the post-test show that the t- value is (0.46) and the P- value is (0.64) which is bigger than the alpha value ( $0.64 > 0.05$ ). This value denotes that there was not a statistical significant difference in the results of the control group in the two tests.

According to the above table it can be said that there is a relation between the pairs of pre-test and post-test of the experimental group and the control group since the correlation value between each pair of tests is close. These are stated in table (18) below:

*Table (19) Paired Samples Correlations*

		N	Correlation	Sig.
Group A	pre & post-tests	52	0.819	0.021
Group B	pre & post-tests	52	0.770	0.000

The major interest of this study is in the experimental group (A), hence, the correlation between the pre-test and post-test of group (A) is strong and the value of ( $r = 0.81$ ). Then, the results arrived at in this study indicates the advantages of applying NLP principles and techniques to improve the level of achievement of students in reading comprehension. Also, the results of the control group did not increase in the post-test but it tends to decrease a little, this means that EFL learners are not receiving any additional information about how to learn or improve themselves as learners.

## **Chapter Five**

### ***Discussions, Conclusions, and Recommendations for Future Research***

#### **5.1. Introduction**

The goal of this chapter is to provide discussions and conclusions of the results presented in the previous chapter and to position them in a more general conceptual context. Depending on these discussions and conclusions, recommendations for future research are presented. Structurally, this chapter will consist of the following sections: discussion of answers to research questions 1-5, discussion of quantitative and qualitative findings (from the open-ended questions in the questionnaires), discussions of results obtained from the pre and post-tests, study limitations, study conclusions, and recommendations for future research.

#### **5.2. Revisiting Research Questions**

The current study is carried out through asking a number of questions that address specific aspects regarding EFL teachers and learners as well. This section highlights the research questions and the corresponding answers to them.

The first research question addressed the issue of whether EFL teachers have some knowledge about NLP, namely:

**Research question 1:** Are EFL teachers aware of NLP techniques, i.e. consciously aware or use such techniques as a personal tendency ?

The statistical findings, provided in Chapter 4, revealed that EFL teachers use some NLP techniques whether consciously or subconsciously, and this is proved through their responses to the questionnaire. The significance values for the five categories in the

questionnaire, i.e. rapport, modelling, visualization, anchoring, and learning styles, show that EFL teachers agree upon all these categories whether they were really aware about them or not. These findings denote that EFL teachers subconsciously use NLP techniques and they use them as a personal tendency.

The second research question concerned with learning styles and how can EFL teachers use them to improve the teaching process. The original statement of the research question was as follows:

**Research question 2:** Do EFL teachers know what are the basic learning styles and vary their teaching aids to assist all the three basic styles, i.e. visual, auditory, and kinesthetic ?

This question is treated directly in the questionnaire which was directed to EFL teachers. The statistical analysis of the five items that discussed this category revealed that a high percentage of teachers realize the differences among EFL learners since they give enough time to their students to write down notes or class activities although most of them concentrate on using visual aids in the class. Then, there is an absence of assisting the auditory style which is one of the three basic learning styles. Accordingly, most of EFL teachers know what are the basic learning styles, yet the three styles are not completely assisted in the class because the teaching aids used in the class are not directed to the three learning styles.

The current study aimed to investigate the actual application of NLP techniques in EFL teaching. The third research question inquires the possibility of applying these techniques in EFL classes, and it is stated as follows:

**Research question 3:** Is it possible to integrate NLP techniques to EFL teaching process, especially in reading comprehension classes ?



The study was carried out by teaching a reading comprehension course by using NLP principles and techniques, see appendix () for the lessons plan. Then, the students level of achievement after taking this course is measured by comparing the pre and post-tests results for the two groups that participated in the study, i.e. the experimental and control groups. The results show a significant improvement in the scores of the experimental group students compared with no significance difference in the scores of the control group students. Then, it is possible to integrate NLP techniques to EFL teaching process, and this is proved through teaching a reading comprehension course by using these techniques.

In sum, the experimental group with NLP techniques outperformed the control group, thus demonstrating the efficiency of using NLP to improve the level of achievement for EFL learners in the university level. Finally, the fourth research question concerned the comparison between the experimental and the control groups.

**Research question 4:** Can these NLP techniques help to improve or enhance the whole learning process and helps students to enhance their level of achievement ?

Descriptive statistics of test gains scores for pre and post-tests for both groups demonstrated that the experimental group did better on the posttest than the control group. The greater development of the experimental group participants was also confirmed by paired sample *t*-test comparing pre and post-tests gains scores. In sum, experimental group outperformed the task-supported group and this is concluded from the difference between the pre-test and the post- means which was ( $M = 12.4$ ). Then, after the post-test the results have increased and the effect size can be calculated from the sum of the mean difference on the standard deviation of the differences. As a result NLP techniques can help to enhance the both the learning process and the

level of achievement for EFL students with special reference to the reading comprehension course.

In summary, EFL teachers agreed upon the five categories presented in the questionnaire and this denotes their flexibility to accept new trends in EFL teaching. The experimental group made greater gains on the post-test in comparison with the control group, thus providing support for using NLP in the class. In other words, positive effects were found for the application of NLP principles and techniques on EFL learners which supports the value of using such theory in classroom instruction.

### **5.3. Limitations**

This section focuses on a number of limitations that constrain the generalizability of findings from this study.

1. Regarding EFL teachers, it was not possible to treat the results of the questionnaire according to variables since most EFL teachers did not answer the questions regarding their years of experience and their specialty. Consequently, these variables were deleted and the questionnaire was treated according to the five categories discussed in Chapter 3.

2. The length of treatment: the whole instructional treatment lasted a total of two months with a rate of three hours weekly. These weekly three hours were not accomplished completely for several reasons: unexpected holidays, the few attendance of students in the early morning hours because of traffics, and etc. Given that applying NLP to classroom instruction is a relatively novel pedagogical approach, it would be helpful to have the instructional treatment overextended over a whole semester. That way, more tasks could be done and the obstacles can be overcome.

3. This study took place with complete classrooms, and it was not possible to choose students randomly and split them into two groups since the study year started before the collection of data.

4. Being restricted with a specific curriculum to complete within the two months. It was not easy to interview students individually to detect their responses to the principles and techniques presented to them in the class.

#### **5.4. Conclusions**

It can be said that the exploration of a way to utilize Neuro-linguistic Programming principles and techniques might enable the EFL teacher in the university level to teach more efficiently. Consequently, the effectiveness of this theory on EFL teachers and learners is clear. It was intended to combine communicative language teaching with NLP to prove the possibility of adding NLP to the process of teaching. Paying greater attention to providing better inner and external learning environments and using sensory rich language helps students to learn more effectively and teachers to teach more easily. By knowing better learning strategies using NLP techniques, teachers are able to open up their students' minds to greater possibilities and more opportunities in life.

Around the world, many classes have been using NLP techniques in preparing lessons. It had worked because learners found the activity completely different. It is an new way of teaching. Teachers know that students need a change of repetitive activities once in a while. This is only a means to accomplish the objectives of the course. NLP is a good option if a teacher wants to break the routine and create a much better rapport with learners. Nevertheless, Neuro-linguistic Programming is not a teaching language method. It is a humanistic training philosophy that includes several techniques. It is related to humanistic principles

and communication activities that have been used and proven successfully in language teaching.

Teachers are aware that teaching is a continuous and limitless process and using NLP is one way to become the better teachers. In essence, teaching through NLP is a process of:

- a) creating 'states' that are encouraging to learning; and
- b) facilitating learners' exploration and/or improvement of their internal representations;
- c) to lead them towards the desired goals or outcomes.

The pedagogical fact in Iraqi universities is far away from employing this successful communication theory in EFL teaching. The first audience for this study is EFL teachers and learners at The University of Basra. The curricula at Iraqi universities have been formally prescribed or strongly influenced by higher authorities, i.e. the Ministry of Higher Education and Scientific Research. Thus, most of the teachers do not have wide opportunity to design their own EFL courses, yet this study can enrich their knowledge of efficient communicative language teaching approaches and provide ideas about how they can adjust their instructional plans.

The value of this study resides in validating the use of NLP techniques in the EFL class which can be helpful to researchers interested in studying NLP and EFL teachers who are interested in building effective rapport with their students. By employing NLP techniques and identifying their undeniable role in the educational domain, the teachers can encourage their capabilities and emotionally attract more students to the classroom environment.

The most important implications of NLP in the language classrooms are represented in giving EFL learners positive messages rather than negative ones. It also helps the students to believe that they can learn and this would improve their relations with their teacher and improves

their self-esteem in themselves as successful learners. NLP helps in improving classroom behavior and gaining more active pupil engagement, particularly in whole class discussion and individual learning and consequently in improving their level of achievement in learning English as a foreign language.

### **5.5. Recommendations for Future Studies**

In order to extend the findings of this study, the researcher recommends the following:

1. Similar studies are critically needed in other parts of English language teaching and learning using NLP.
2. Focus on comparisons between NLP and different types of variables and with different characteristics of participants such as: gender, age, and etc.
3. Another potential research can concentrate on ways to raise teachers' awareness toward the importance of administering more NLP techniques in the classroom.
4. Present training courses for EFL teachers and learners as well to keep up with the latest developments concerning the use of NLP in different ways.

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