The Concept of Neuro- Linguistic Programming in Improving the Receptive Skills in English

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Abstract
From the long years ago, education have been trying a proper way to improving the skills of English. Educators tried several methodologies in English to choose the better one. This paper brings out the effect of teaching Receptive skills by implementing NLP (Neuro- Linguistic Programming) in second language as English. Neuro- Linguistic Programming is one of the methods to catch up the English by giving focus on the brain anatomy. Brain anatomy can motive the creativity as well as the skills of using language. It also exist the role of Neuro Linguistic Programming in teaching the Receptive skills of English, which could make the students to improve the Receptive skills such as listening and reading. The study, in short, affirms that NLP strategies could be quite efficacious in making the students procure the skills that are indispensable in workplaces effortlessly. As it involves teaching a reading comprehension course by NLP concepts and techniques, the approach used in this study is experimental. In addition, the experimental method involves pre-and post-tests conducted before and after the course by the control group (40 students) and the experimental group (40 students). The students of the experimental community are chosen from the secondary school students. After the NLP experimentaion, it was revealed from the study that there was a significant difference in the level of the experimental group in pre and post-test.

Keywords: NLP, Receptive Skills, Concept of NLP in learning receptive skills

1. Introduction:

Language is a system of sounds and writings that everyone use to exists their thoughts, ideas and feelings. We learn our native language insensibly. At the same time second language is acquired through sensible way. Pupils learn the second language only for a purpose. English is considered as Global language. So it is needed to learn the second language as English. In the platform of Education, Everyone consider English as a subject not as a language. This is the reason for the difficulties to learn English. Learning Language usually divided into two skills. One is receptive skills and the other is productive skills. For the fluent use of the language we have to improve these skills. NLP is applied at the educational field and the rationale behind that is the difficulty of having a complete teaching and learning process. The educational process faces challenges all the time, and 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, 2013:7).

2. Meaning of Neuro- Linguistic Programming

Neuro – It alludes to the sensory system. Neuro is the manner in which we utilize our psyches and our senses to think and sort out our experience.

Linguistics - It alludes to language, particularly, how language is utilized to communicate our thoughts.

Programming –It alludes to the way how we reliably think or carry on and how we arrange our thoughts to attain our targets.

Meaning of Receptive skills

Reading and listening include accepting information and so they are called the receptive skills. Speaking and writing are known as the productive skills because they include creating words, expressions, sentences and paragraphs.

3. The Foundations of NLP

There are four pillars 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 oneself 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 thinking 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. Then flexibility is achieved, and this is a very important foundation to practice NLP.

4. The Presuppositions of NLP

NLP is based on certain concepts, or presuppositions. These can be regarded as convenient beliefs in the practice of NLP. Such assumptions are world-wide generalizations that can help to gain a versatile attitude towards life, and all NLP techniques are created from them. These assumptions are presented in most of the books dealing with NLP, such as Bandler and Grinder (1975b), Bandler and Grinder (1979), Hall and Bodenhamer (1997), O'Connor and Seymour (1993), McDermott and

Jago (2001), Knight (2002), Alder (1994), and others. The number of these principles is not fixed, but the principles that are most agreed upon are:

1. The map is not the territory.

2. There is a positive intention underlying all behaviour.

3. People have all the resources to change that they need.

4. The response it elicits is the meaning of every communication.

5. You're unable to stop communicating.

6. If you continue to pursue the same strategies all the time, you are very likely to achieve the
   same results as you do now.

7. The mind and body form a system, both of which affect each other

8. There is also no failure, only information.

9. If something can be done by one person, someone else can learn to do it.

10. When acting, people make the best choices available to them.

5. Objectives

The present research pursues the effect of using NLP principles and techniques in teaching reading comprehension to EFL students at the Secondary level. It tries to show the positive effects of using NLP to improve both the teaching and learning process.

6. Reading Comprehension

On the other hand, reading comprehension consists of two modes instead of one, reading as the first process and understanding as the second. Richards and Schmidt (2010:483) describe it as the processes by which the meaning of a written text is understood" In reading comprehension, they define understanding as an understanding that results from the first reading process. Different 'cognitive abilities' are involved in the reading process, such as recognizing letters and words and distinguishing the text structure and the type of text.

Essentially, the understanding process is of two kinds. The first type based on clues in the text, is referred to as 'bottom-up-processing' where reading is a matter of decoding into its aural equivalent a number of written symbols. Whereas the second type uses information outside the text and is referred to as 'top-down processing' and includes the reader in the process of reconstruction of meanings rather than merely decoding forms, understanding texts is an interactive process between the understanding of a text by readers and the identification of written symbols in words. The reading method varies according to the motives for reading. Other than books and journals, the catalog of reading materials now contains letters (personal and formal), leaflets, stickers on cans, tins and containers, advertising, magazines. Emails, instant messages and all manner of texts from the Internet and social media will also be added. All of these text forms are not processed in the same manner. Accordingly, reading can be divided into: (1) obtaining general

knowledge from a text, (2) obtaining particular information from a text, and (3) for fun or interest (McDonough, et al., 2013:110-111).

7. The Procedure

As it involves teaching a reading comprehension course by NLP concepts and techniques, the approach used in this study is experimental. In addition, the experimental method involves pre- and post-tests conducted before and after the course by the control group (40 students) and the experimental group (40 students). A learning style test is also conducted, but only to find out the learning style of student for the experimental community.

8. Data Collection Instrument

The students of the experimental community are chosen from the secondary school students. According to the accomplishments of the students in the pre-test, the option was made. Group (A) was selected as the experimental group after comparing the average of the scores of students in the pre-test. While group (B) was selected as the control group because of its high mean in the pre-test. The experimental group which is group (A) consists of (40) students, and the control group which is (B) consists of (40) students. The pre and post-tests are employed for both the experimental and control groups. In this design, the experimental and control groups are selected 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.

9. The Pre-test

The reading comprehension pre-test consists of one passage adopted from their English text 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. Next to assess the experimental and the control groups, these data are used. Second, after the course, they help to compare the outcomes of the post-test.

10. The Post-test

On the other hand, the post-test also consists of one passage, but this passage is adapted from the story book and also guided by twenty questions. This test is more difficult than the pre-test because, for both the experimental and the control groups, it requires more reading comprehension abilities. In addition to the previously listed skills in the pre-test, these skills are: skimming, searching, and subjective meaning guessing. The benefit of this test is that after two months of reading comprehension using NLP techniques, the success of the study group is assessed. In order to compare the degree of achievement between the two classes, the results of this test serve. This exam is conducted under the normal class time.

11. Data Analysis Method

They were entered and treated with SPSS software after collecting the information. The paired sample t-test is used to find out if there were any significant differences between control and experimental group results in both tests.

12. Research Findings

These assessments contain questions that concentrated on testing participants' reading comprehension abilities and the ability to use reading comprehension techniques as well. The assessments were adopted from their English text. To begin the comparison, the descriptive statistics for the success of participants in the pre-test reading comprehension in the two groups were measured first. The related descriptive statistics are manifested in Table (1). 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: 1 Descriptive statistics for control and experimental group pre-test (reading comprehension)

Source	Mean	N	Std. Deviation	't' test
Experimental group	31.3421	40	32.28	1.822
Control group	33.6052	40	26.29	

As shown in Table (1), the mean experimental group score was (M = 31.3421) with the standard deviation (SD = 32.28); the mean control group score was (M = 33.6052) with the standard deviation (SD = 26.29). The mean of reading comprehension on the pre-tests of the two groups is varied, indicating that they are not at the same stage of reading comprehension skills. Based on these findings the experimental group was selected to apply the reading comprehension course by using NLP principles and techniques.

Figure 1
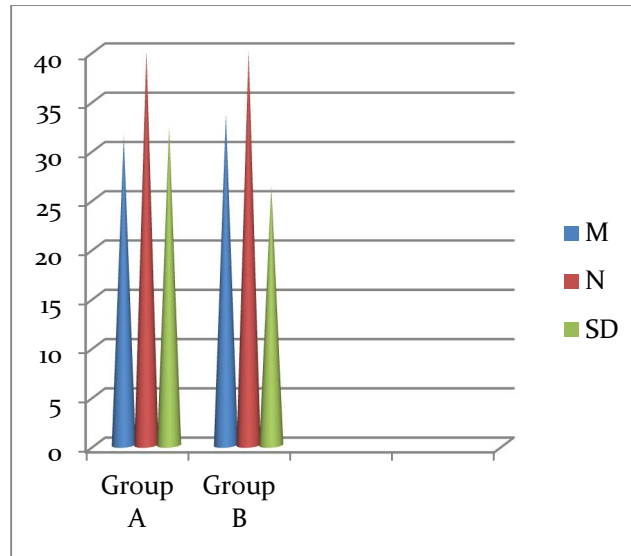
In order to compare the mean control and experimental group scores in the post-test, the performance of the participants in the post-test reading comprehension was evaluated in both groups. The associated descriptive statistics are shown in Table (2) below

Table: 2 Descriptive statistics for control and experimental group post-test (reading comprehension)

Source	Mean	N	Std. Deviation	't' test
Experimental group	32.15789	40	12.83926	1.17
Control group	33.13158	40	13.46871	

Table (2) above shows that the average experimental group score was (M = 32.15789) with the standard deviation (SD = 12.83926). On the other hand, the mean control group score was (M = 33.13158) with the standard deviation (SD = 13.46871). At the same time, the means of reading comprehension of the two groups' post-test performance are not far from each other and their standard deviations are very different from each other. These findings are obtained by comparing the means of the two groups in each pre-and post-test.

However when these findings are compared by group achievement in both experiments, it is apparent that the average mean of the experimental group has improved from pre-test to post-test. The findings indicate that the level of achievement of the experimental group in the post-test is higher than that of the pre-test

Figure 2
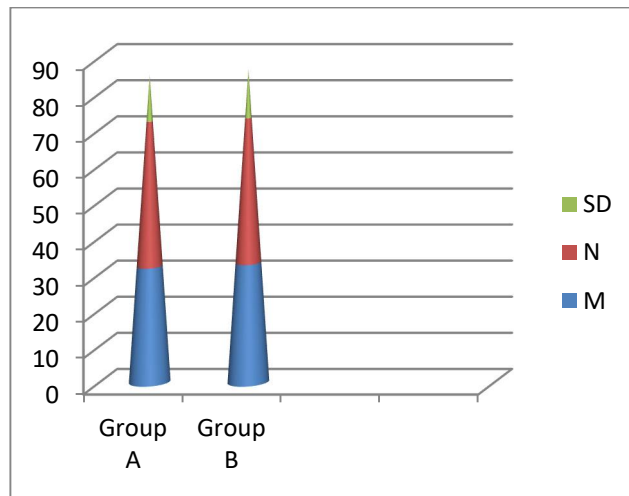
The matter varies according to the results of the control group in the pre-and post-tests; the mean for this group in the pre-test was (M = 33.6052), while the mean for the post-test was (M = 33.13158). These findings are almost identical to each other and show that there was no disparity in output within the control group in both experiments. These scores were determined using the paired sample t-test to find out whether there is a statistically significant difference between them, see Table: 3 below.

Table (3) Paired Samples Test

	Mean	Std Deviation	't' test	Sig. (2-tailed)
Experimental Group pre & post-tests	31.841	0.498	3.224	Non-Signification
Control Group pre & post-tests	33.450	1.571		

Figure 3
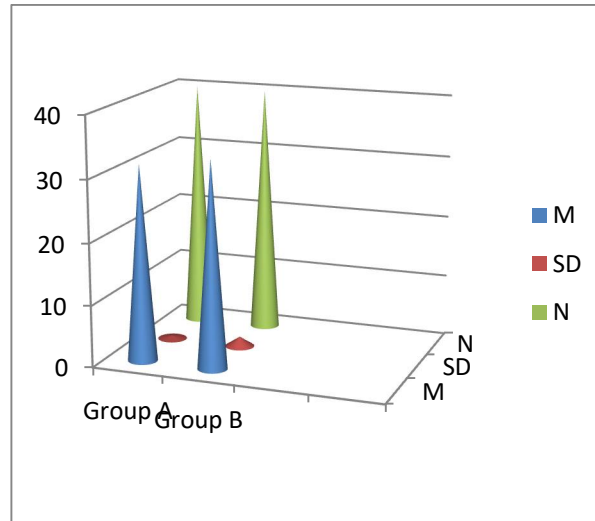
The findings of the paired t-test study revealed a non-significant difference between the pre-test of the study group and the control group and the post-test of the same group, where the t-value is (3.224). This significance suggests that there was a substantial non-statistical disparity between the outcomes of both categories.

Table (4) Paired Samples Correlations

	N	Correlation	Sig
Experimental Group pre & post-tests	40	0.72	Significant
Control Group pre & post-tests 40	40		

The main focus of this analysis is in the experimental group (A), because the association between the group (A) pre-test and post-test and the value of ($r = 0.72$) is high. In this report, the findings demonstrate the benefits of applying NLP concepts and strategies to increase the level of student achievement in reading comprehension. The findings of the control group also did not improve in the post-test, although they appear to decrease a little in fact.

13. Discussion

Current research is performed by posing two questions which discuss particular aspects of the teaching and learning process of EFL. The first research question discussed the feasibility of incorporating NLP strategies, especially in reading comprehension classes, into the EFL teaching process. The experiment was carried out using NLP concepts and methods to teach a reading comprehension course. Then the success of the students after taking this course is calculated by comparing the outcomes of the pre-and pre-and post-tests with the two classes participating in the study, i.e. the experimental and control groups. Compared with no variation in importance in the scores of the control group students, the findings indicate a substantial increase in the scores of the experimental group students.

The second study issue discussed the effect of NLP strategies on enhancing or improving the entire method of teaching and studying and encouraging students to become successful learners. For both groups, descriptive statistics of test benefit scores for pre- and post-tests indicated that the experimental group performed better than the control group on the post-test. Then after the post-test, the effects have improved and the impact size can be determined on the standard deviation from the sum of the mean variance. In brief, the NLP study group outperformed the control group, showing the effectiveness of using NLP to increase the degree of accomplishment for students.

14. Conclusion

It can be said that finding a way to apply the concepts and techniques of Neuro-linguistic Programming would make it possible for EFL teachers at secondary level to teach more effectively. As a consequence, the effectiveness of this theory on EFL teachers and learners is obvious. It was intended to combine the teaching of communicative languages with the NLP in order to show the feasibility of introducing NLP to the teaching process. Paying more attention to improved inner and outer learning experiences and using sensory rich languages lets students learn more effectively and teachers learn more easily. By understanding better learning methods using NLP techniques, teachers are able to open their students' eyes to greater possibilities and opportunities in their lives.

The most important consequences of NLP in language classrooms are constructive rather than negative massages for EFL learners. It also makes students feel that they can learn and that this will strengthen their relationship with their teacher and improve their self-esteem as good learners. NLP helps to improve the behavior of the classroom and to gain more active student engagement, especially in the discussion of the whole class and individual learning, and therefore to improve their level of achievement in learning English as a foreign language.

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