The Impact of Neuro-Linguistic Programming Techniques on Developing EFL Secondary Stage Students' Oracy Skills

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Abstract

This study aimed at investigating the effect of using neuro-linguistic programming techniques in developing EFL secondary stage students' oracy skills through the use of neuro-linguistic programming techniques. Two groups: The experimental and the control group.To achieve this aim, two instruments were used: (1) an oracy skills questionnaire; and (2) a pre-post oracy skills test. The study adopted the quasi-experimental design. The participants of the study consisted of sixty four students, scientific section, at El Sadat secondary School for boys, Sinbillawin Educational Directorate, Dakahlia Governorate. The participants were assigned into two groups; experimental and control. The results indicated that there were significant differences between the mean score of the post administration of the two groups in favor of the experimental group. In addition, there were significant differences between the mean score of the pre and post administrations of the experimental group in favor of the post one. The present study provided evidence that using neuro-linguistic programming techniques was effective in promoting the students' EFL oracy skills. The study recommended using neuro-linguistic programming techniques in teaching oracy skills and other language skills.

Key Words: neuro-linguistic programming, oracy skills

مستخلص الدراسة:

هدفت الدراسة الحالية إلي تنمية مهارات الطلاقة الشفهية لمادة اللغة الإنجليزية لدي طلاب الصف الثاني للمرحلة الثانوية من خلال تطبيق أساليب البرمجة اللغوية العصبية. و تبنت هذه الدراسة المنهج شبه التجريبي باستخدام مجموعتين احدهما تجريبية و الأخرى ضابطة للتحقق من أثر تطبيق أساليب البرمجة اللغوية العصبية في تنمية مهارات الطلاقة الشفهية. حيث تم التدريس للمجموعة التجريبية باستخدام أساليب البرمجة اللغوية العصبية بينما تم التدريس للمجموعة الضابطة باستخدام الطرق التقليدية. و قد أجريت الدراسة في مدرسة السادات الثانوية بنين مركز السنبلاوين التابع لمحافظة الدقهلية، و استخدمت الباحثة اختبار قبلي و بعدي للمجموعتين و أسفرت النتائج عن تحسن ملحوظ في مستوي طلاب المجموعة التجريبية و ذلك عند مقارنة درجات الطلاب قبليا و بعديا و هذه النتائج أكدت فاعلية استخدام أساليب البرمجة اللغوية

العصبية في تدريس مهارات الطلاقة الشفهية. في ضوء هذه النتائج قدمت الدراسة توصيات باستخدام هذه الأساليب في تدرس اللغة الإنجليزية.

Introduction:

English language is the entry for knowledge and success in most of international scientific and literary fields. Thus, the need for preparing students who are able to use it confidently has become intrinsic part for them to be well equipped for a globally connected world.

Constantly, there is a quest for a more beneficial method of teaching English due to the fact that the language learning process itself necessitates a strong command of numeracy (working with numbers), literacy (reading and writing), and oracy (listening and speaking). Thus, the term 'oracy' was coined by Andrew Wilkinson and his team at the School of Education at Birmingham University in 1965 in response to their sense that the orate skills of speaking and listening were being sidelined by a focus on reading and writing, literacy, (Wilkinson1968).

In addition to, EFL students' mutual understanding can be built upon commanding oracy skills, which requires support to reduce students' struggle with most of them. Several studies have proved that the positive effect of raising the quality of classroom talk and the educational significance of possessing both 'speaking and listening' and 'communication skills' (Alexander, 2012).

Teachers also have attempted to bring better learning experiences higher than those inside the class by providing students with strategies to raise students' awareness of speaking sub-skills and improve their communication outside the classrooms, which is, or should be, the ultimate goal (Lackman, 2010).

Thus, many educators have searched the effective usage of using Neuro-Linguistic Programming (NLP) which has neurological and psychological stems. It emerged firstly at the University of California, at Santa Cruz, in the 1970s (Jacobson, 1994; McLendon, 1989).

The term refers to the three distinct areas that NLP has brought together: a) "Neuro: refers to our neurology, our thinking patterns, b) Linguistic: is language, how we use it and how we are influenced by it, and c) Programming: refers to the patterns of our behavior and the goals we set" (O'Connor and Seymour, 1994:25).

O'Conner and Seymour (2002) introduced NLP as a model in which every individual builds his or her own unique experience of life, thoughts, and communication. According to them, NLP is art and science of the personal excellence .

Tosey & Mathison & Michelli (2005) further explain that NLP stands for a number of models and techniques to describe the relationship between the mind and the language (linguistic), either verbal or non-verbal, and the way to organize the relationship between them (programming), to affect the learner's thinking (neuro).

Review of Literature

Language has main four skills: listening, speaking, reading and writing. Mastering listening and speaking skills has become basis for foreign language mastery. Listening and speaking reflect the learners' proficiency of the target language.

In an attempt to clarify language reception and production processes, Wilkinson (1965) combined the two skills and coined the term 'oracy', illustrating its features as: it is much more than a skill but it is a condition of learning in all subjects', and ensuring the importance of speech in learners' language development. Precisely, Wilkinson (1965, p. 13) defined oracy as "the ability to use the oral skills of speaking and listening". Vygotsky (1978) asserts that children ability to talk boosts up their cognitive development and describes the teacher's linguistic support as a main aid to develop learners' competencies.

Recently it is confirmed that, students can express themselves and create their own identity via classroom dialogic talk. Peers talk develops students' personal responses to different texts building their confidence and thinking abilities (Sutherland, 2006, 2015).

Oracy Skills Framework

Oracy skills framework is classified into four main categories: physical, linguistic, cognitive, and social-emotional. This framework outlines certain key points for each category (Millard & Menzies, 2016):

Physical Skills: This category comprises two dimensions: voice and body language.

Linguistic Skills: This category comprises four dimensions : Vocabulary, language variation, structure, Rhetorical techniques.

Cognitive Skills: This category comprises five dimensions: content, clarifying and summarizing, self-regulation, reasoning, and audience awareness**.**

Social and Emotional Skills: This category comprises three dimensions: working with others, listening and responding, and confidence in peaking.

Neuro-Linguistic Programming Basic techniques

Neuro-Linguistic Programming as a collection of techniques, patterns, and strategies could have a role to play in enhancing communication, personal growth, change and learning (Blackerby, 1996). Besides, NLP holds much potential for teaching and learning (Zorica, 2006). As a result, NLP techniques could help in achieving excellence in learner's performance via language teaching (Millroad, 2004), and also have much potential for second language teaching and learning. According to Millrood (2004) and Taylor (2004), the most important NLP techniques to English teaching and learning can be listed as follows:

1- Rapport Building :

For Alder (2002) rapport is the main element in all successful communications in order to be adequate and meaningful, even in unspoken ones such as in the relation between an orchestra and its conductor.

2- Modeling:

NLP founders originally described NLP itself as a methodology (Bandler & Grinder 1975), and emphasized on modeling as the core of the practice (Bandler 2008). The aim of NLP modeling process is not to end up with a right or true description of a particular person's thinking process, but instead to make an instrumental map that allows people to apply the strategies that they have modeled in a useful way.

3- Filtering:

Filtering technique refers to the process of receiving information from our five senses which occurs continually. Estimating or filtering what we receive 'correct'/'incorrect' takes place according to our knowledge and experiences. subsequently, students can visualize right goals closer in their mind.

4- Pacing and leading :

Pacing and leading technique means the process of using verbal, visual and tonal cues, to create rapport, then exposing learners to cognitive challenges.

5- Re-framing:

Re-framing means changing negative learning experiences to handle new creative thinking strategies. Altering negative experiences helps learners think differently, train their brain adopt new positive outcomes and let best learning take place.

6- Anchoring:

This NLP technique means, associating learning experience with an external trigger or stimulus to enhance recalling this experience

successfully. This technique also creates a positive mental image through special triggers (Helm 2009).

7- Meta modeling:

NLP meta modeling technique cares about identifying best strategies to achieve goals and explore steps towards skill mastery. Using NLP meta model helps learners bring about change, gather much information to expand the limits of their own model of the world and challenge many learning obstacles. It is based on three valuable linguistic tools: *distortions*, *generalizations*, and *deletions*. Each utterance learners make contains these linguistic tools.

The nature of Neuro-Education

Neuro-linguistic programming techniques have been applied in several areas such as family life, personal life, and sales. Yet, these techniques can also be applied in the field of education. Many NLP techniques and principles can positively increase learning in classrooms if done properly and right. By applying these techniques truly, educators can communicate better with students, create a stronger learning environment, and develop positive interactions that can enhance academic effectiveness (Tosey, P & Mathison, J, 2003).

The nature of Neuro-Education makes the link among mind, brain, and education clearer. Neuro-Education, which ensures interaction between teaching and learning, is a discipline which gathers four certain fields:

1. neuroscience 2. psychology
3. cognitive science 4. and education.

Neuro-Education is searching for how students learn information to find out the most effective teaching methods, educational curricula and policy.

Thus, brain scientists, administrators, teachers, and parents, share the educational responsibility (Carew, 2010).

Scientifically, it is proved that more can be learned if the teaching process is timed with periods of synaptogenesis. Synaptogenesis, the connections between neurons or nerve cells in the brain, occurs throughout humans' life. Yet, The connections can happen faster than during certain periods of time (Goswami, 2006).

Studies related to Neuro-Linguistic Programming and developing Oracy skills

Tahriri (2015) investigated the impact of digital Storytelling (DST) on EFL learners' oracy skills and motivation. The findings of the study revealed that the experimental group students excelled the control group in terms of

oracy skills and motivation after applying the treatment. Consequently, it is recommended to adopt digital Storytelling as an intrinsic component of language instruction which is highly recommended to be taken into consideration in EFL curriculum.

EL- Menshawy (2018) investigated the impact of using the integrative suggested strategy on developing the preparatory stage students' oracy skills (listening and speaking skills). The study proved that there was a statistically significant difference at 0.01 between the mean scores of the experimental group in the pre and post administration of the listening and speaking checklist in favor of post administration. According to the findings of the study, the integrative suggested strategy has a positive effect on improving oracy skills of preparatory stage students. The findings ensures the need for integrative suggested strategy as an intrinsic method in teaching oracy skills (listening and speaking skills).

Ahaalla (2017) reported the effectiveness of a suggested program based on NLP in developing the required EFL writing skills and motivation towards writing for secondary school students. The sample was randomly selected from one of the governmental secondary schools in Kafr Shoukr, namely Kafr Mansour Secondary School, in the academic school year 2016/2017. The pre and post administrations of the test and the scale indicated that the experimental group students made progress in their writing skills and their motivation towards writing due to the use of the suggested program based on NLP. Thus, using the suggested program based on NLP showed a large effect size on developing the required EFL writing skills and motivation towards writing for the first year secondary school students.

Farahani (2018) investigated the effectiveness of neuro-linguistic programming (NLP) techniques on reading comprehension in English for specific purposes courses. The researcher selected 30 students for the experimental group and another 30 students for the control group. A reading pretest, based on the content of the course, was given to all groups. posttest results were analyzed through ANCOVA, it was found that implementation of NLP techniques has significant effect on reading comprehension of Iranian undergraduate EFL learners.

Statement of the Problem

Based on the literature review, the researcher's experience as a teacher of English for 20 years, and the results of the pilot study, the problem of the study can be stated as follows: EFL Second year secondary stage students show deficiency when they listen or speak. Their oracy skills need

improvement. Therefore, this study suggested using neuro-linguistic programming techniques to develop the EFL second year secondary stage students, scientific section, oracy skills.

Questions of the research

This present study attempted to answer the following questions:

1- What are the proposed neuro-linguistic programming techniques for enhancing oracy skills of EFL 2nd year secondary stage students?
2- What is the impact of proposed neuro-linguistic programming techniques on improving EFL oracy skills of 2nd year secondary stage students?

Hypotheses

This study attempted to test the following hypotheses:

1- There is a statistically significant difference at ≥ 0.05 between the mean score of the experimental group and control group in the oracy post-test in favor of the experimental group.
2- There is a statistically significant difference between the mean score of oracy pre-testing and post-testing for the experimental group in favor of the post-test.

Significance

The present study can be significant for teachers, researchers and learners in a number of ways:

1- Ascertaining the possibility of applying Neuro-Linguistic Programming Techniques into EFL classes.
2- Contributing to the literature of EFL by offering the applications of Neuro-Linguistic Programming Techniques in the field of education.
3- Increasing the awareness of NLP Techniques that can enhance EFL oracy skills by investing learners' resources.

Delimitations of the study

The present study was limited to:

1- A sample of 2nd year secondary stage, scientific section, at El Sadat secondary School for boys, Dakahlia Governorate.
2- The focus was only on Oracy Skills that was improve by the end of the proposed NPL training program.
3- The content of the conversations and listening material was extracted only from their textbook lessons, scholastic year 2019\2020.

Methodology:

Participants and Settings

The participants of the study were sixty four 2nd year secondary stage EFL students at El Sadat secondary School for boys, Sinbillawin, Dakahlia,

scientific section. Students were divided into two groups: an experimental group and a control one. Each group consisted of 32 students. Both groups had the same experience, language proficiency and age. The study was implemented during the first semester of the academic year 2019/2020.

Design

The present study adopted the quasi-experimental research design including two randomly selected groups. The experimental group exposed to NLP techniques whereas the control group received regular teaching for improving oracy skills. Both groups received the pre and post- oracy test.

Instruments of the study :

The following instruments were designed by the researcher and validated by the jurors:

1. An Oracy skills questionnaire (OSQ) to identify the most important oracy skills for EFL second year secondary stage students, scientific section.
2. A Pre-post Oracy Test to measure students' level before and after the experiment.

Procedures:

To answer the questions of the study, the following procedures were carried out.

1- Reviewing the literature related to neuro-linguistic programming techniques to form the theoretical background of the study.
2- Designing a checklist in the light of Teacher's Guide to identify the most important oracy skills required for 2nd year secondary stage students.
3- Presenting the instruments to a group of jurors for validation and suggesting any modifications.
4- Refining the study instruments in their final form according to jurors' point of views.
5- Calculating the reliability of the oracy test.
6- Designing a training program based on neuro-linguistic programming techniques.
7- Administering the pre- test to the experimental group and the control group.
8- Training the experimental group via the proposed training program based on neuro-linguistic programming techniques and the control group using the traditional method of teaching oracy skills.
9- Administering the post-test to the experimental group and the control group.

10- Analyzing the data collected statistically and presenting results.
11- providing summary, conclusion, recommendations and suggestions for further research.

Definition of Terms

Oracy

Cox (1971) defines oracy as facility in conditions which enable humans to communicate through listening and speaking.

Oracy is defined as the the set of skills associated with listening and speaking, and enables humans to communicate through them (Millard & Menzies, 2016).

Thus, oracy can be defined as the ability to listen and speak with high degree of understanding and responding properly as well.

Neuro-linguistic programming

Neuro-Linguistic Programming (NLP) is the psychology of excellence (Bashir, 2012) and it is also a process that can be applied to a model of excellence in various fields (Walter & Bayat, 2003).

Neuro-linguistic programming is defined as a set of principles and techniques to help individuals achieve specific goals in their and communication and personal development (Siddiqui, 2018).

Neuro Linguistic programming can be defined here as a process that occurs in the learners' brain using a series of assumptions based on how the mind works properly and how learners act and interact when they learn the language.

Results and discussions:

Testing the first Hypothesis

The first hypothesis was "There is a statistically significant difference at ≥ 0.05 between the mean score of the experimental group and control group in the oracy post-test in favor of the experimental one".

A *t*-test for independent samples was used to test the first hypothesis which addressed the differences between the experimental and the control groups on post application of the achievement test. Table (1) compares the mean scores of the experimental and control groups of each oracy sub-skill in the post administration of the oracy test.

Table (1)
Comparing results of *t*-test values of the control and experimental groups on the post- administration of the oracy skills test

Skills	Group	N	Mean	SD	t	Df (n1+n2-2)	Sig. (2-tailed)
Physical	Exp.	32	1.5625	.50402	3.01		
	Control	32	1.1562	.57414			
Linguistic	Exp.	32	7.0625	1.54372	4.4		
	Control	32	5.3438	1.57827			
Cognitive	Exp.	32	7.0625	1.91661	2.3	62	Significant at 0.05
	Control	32	6.1562	1.11034			
Social & Emotional	Exp.	32	11.4375	3.17183	6.3		
	Control	32	7.3438	1.80696			
Total	Exp.	32	27.1250	5.92834	5.6		
	Control	32	20.0000	4.14262			

The statistical results presented in table (1) shows that the estimated *t*-value is significant at the 0.05 level. This means that there is a statistically significant difference between the mean score of experimental group and the control group on post-administration of the oracy test in favor of the experimental group due to implementing the neuro-linguistic programming techniques. In other words, the experimental group students outperformed the control group students in their oracy skills posttest. Hence, the first hypothesis is verified and accepted.

Testing the second hypothesis

The second hypothesis stated that: "There is a statistically significant difference at the.05 level between the mean score of the experimental group on the pre and post administrations of the oracy skills test in favor of the post- test".

A *t*-test for paired samples is used for the second hypothesis, to investigate if there is any statistically significant difference between the mean score of the students in the experimental group on the pre/post oracy test due to the administration of the experimental treatment. The following results are of the *t*-test to compare the mean score of the students in the experimental group on the pre/post oracy skills test. See table (2):

Table (2)
Comparing *t*-values of the experimental group on the pre-post administration of the oracy skills test

Skills	Measure-ment	N	Mean	SD	t	D.f (n-1)	Sig. (2-tailed)
Physical	Pre	32	1.0000	.35921	5.64	31	Significant at 0.05
	Post	32	1.5625	.50402			
Linguistic	Pre	32	4.9688	1.49158	10.33		
	Post	32	7.0625	1.54372			
Cognitive	Pre	32	5.4375	1.43544	5.35		
	Post	32	7.0625	1.91661			
Social & Emotional	Pre	32	7.2812	2.17366	7.82		
	Post	32	11.4375	3.17183			
Total	Pre	32	18.6875	4.38058	10.83		
	Post	32	27.1250	5.92834			

Results in the above table illustrate that:
 - The estimated *t*-value for paired samples is significant at 0.05 level. this reflects that there are statistically significant differences between the mean scores of the pre-post administration of the oracy skills test.
 - These significant differences are in favor of the post administration of the oracy skills test.

Estimating the Effect Size (η2):
The effect size of the experimental treatment (neuro linguistic programming techniques) is calculated using eta square (η2). Results are shown in table (3).

According to table (3), the effect size of the independent variable (neuro linguistic programming techniques) on the dependent variable (oracy skills) can be discussed as follows:

Table (3)
Value of (η2) and Levels of Effect Size

Independent variable	Skills of the dependent variable	t	D.f (n-1)	Value of Eta – square (η2)[*]	Level of effect size
neuro linguistic programming techniques	Physical	5.64	31	0.51	high
	Linguistic	10.33		0.78	
	Cognitive	5.35		0.48	
	Social & Emotional	7.82		0.66	
	Total score	10.83		0.79	

[*]The effect size was estimated using the following formula: $\eta^2 = \dfrac{t^2}{t^2 + df}$

Table (3) illustrates the effect size of neuro linguistic programming techniques on the oracy skills of the experimental group students. Results indicate that the effect size ($\eta2$) ranged from 0.48 to 0.79. The effect size is high in the four skills of the dependent variable. Therefore, the second hypothesis of the study is proved and accepted.

Conclusion:

The current study concluded that improving oracy skills among EFL second year secondary stage students could be achieved through neuro-linguistic programming techniques. It presented an apparent evidence that using neuro-linguistic programming techniques improve students' orcy skills effectively. Results of the study are in congruent with some previously mentioned studies.

Obviously, the proposed neuro-linguistic programming techniques were effective in stimulating most students, even shy ones, to participate in almost all listening and speaking tasks. The techniques of neuro-linguistic programming helped them listen to construct ideas, and consequently respond and speak appropriately. It was also noticeable that the students liked the techniques of neuro-linguistic programming especially rapport building, modeling and anchoring. Students felt that the procedural steps of NLP techniques create an amusing atmosphere, which involved most students in the educational process and eventually they could improve their oracy skills.

This study in general concluded the following:

1- The experimental group and the control group performances both have been enhanced in the end of the treatment, but the performance of the experimental group exceeded that of the control group.
2- Experimental group mean score was higher than that of the control group on most sub-skills of the oracy skills test.
3- Hello! English for Secondary Schools Year Two is a rich material for teaching oracy skills and accelerates students' capacity to learn.
4- This current study ensures the remarkable effect of using neuro-linguistic programming techniques on enhancing oracy skills. It also indicates the importance of using the school book, Hello! English for Secondary Schools Year Two, as a handy source in promoting the students' oracy skills.

The Main Findings

The present study main findings are:

1- Using neuro-linguistic programming techniques was effective in developing the language four aspects of listening and speaking, "physical", "linguistic", "cognitive", and "social- emotional" skills.
2- The most improved skills and related sub skills were: first, "social-emotional" skills with their related sub skills: confidence in speaking, listening, responding and working with others. Second, "linguistic" skills with their related sub skills: vocabulary, language variety and structure.
3- The least improved skills and related sub skills were: first "Physical" with their related sub skills: voice & body language. Second, "cognitive" skills: reasoning, self-regulation and audience awareness.

It is concluded that neuro-linguistic programming techniques can obviously relate to effective learning and teaching. The performance of the students who were taught via the NLP was high when compared to those who were taught using the traditional way.

Recommendations

Based on all the previous findings, the present research study recommended the following:
1- Oracy, listening and speaking, skills should receive more attention from both teachers and course designers in order to develop oral language production of adults, especially secondary stage students.
2- Neuro-linguistic programming techniques, should be used in teaching the main four skills, listening, speaking, reading, and writing, with their different nature because NLP techniques could help students be more creative and flexible.
3- Neuro-linguistic programming techniques should be used as helpful techniques in teaching listening and speaking skills which should receive much concern in teaching EFL in our classes and especially in secondary stage.
4- Twenty first century students should be given much consideration in educational policies and ways of teaching to build students' oracy skills perfectly to qualify them to work in different work places in the future.
5- More consideration should be given to the how oracy skills are taught and learned because these skills can be conducive to more effective learning.

Suggestions for Further Research
The current study suggested the following research:

1. Applying neuro-linguistic programming techniques in integrating and enhancing other EFL language skills.
2. Studying the effectiveness of using neuro-linguistic programming techniques in teaching students with special needs (such as of hyper activity, autism and behavioral problems).
3. Studying the effectiveness of using neuro-linguistic programming techniques in enhancing students' attitudes towards leaning English language.
4. Studying the applicability of using neuro-linguistic programming techniques as a way of teaching for helping teachers improve their daily classroom practice.

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