# Using Some Neurolinguistics Programming Pillars-Based Activities to Develop Faculty of Education Students' EFL Listening and Reading Skills

## By

**Dr. Heba Elsayed Abdelsalam Elghotmy**

Assistant Professor of Curriculum and Methods of Teaching English,

Faculty of Education, Menoufia University, Egypt.

Heba.elghotmy@gmail.com

## مستخلص البحث باللغة العربية:

**استخدام بعض الأنشطة القائمة على ركائز البرمجة اللغوية العصبية لتطوير مهاراتى الاستماع والقراءه باللغة الإنجليزية كلغة أجنبية لدى طلاب كلية التربية**

هدفت الدراسة إلى تعزيز مهارات الاستماع والقراءة لدى طلاب كلية التربية من خلال استخدام بعض الأنشطة القائمة على ركائز البرمجة اللغوية العصبية. ولتحقيق هذا الغرض، تم تصميم أدوات الدراسة لتشمل قوائم مهارات الاستماع والقراءة، واختبارات قبلي بعدى لمهارات الاستماع والقراءة في اللغة الإنجليزية كلغة أجنبية بالإضافة إلى مقياس تقدير مهارات الاستماع. شارك في الدراسة أربعة وستون من طلاب السنة الأولى بكلية التربية جامعة المنوفية. اعتمدت الدراسة على التصميم شبه التجريبي باستخدام مجموعتين، تم تدريس المجموعة التجريبية من خلال استخدام بعض الأنشطة القائمة على ركائز البرمجة اللغوية العصبية بينما درست المجموعة الضابطة من خلال الأساليب التعليمية العادية. أظهرت نتائج الدراسة أن مهارات الاستماع والقراءة لدى طلاب المجموعة التجريبية قد تحسنت بشكل ملحوظ وتفوقوا على نظرائهم في المجموعة

الضابطة في أدائهم لهذه المهارات المستهدفة. أوصت الدراسة بأن بعض الأنشطة القائمة على ركائز البرمجة اللغوية العصبية يجب أن تستخدم في تعليم اللغة الإنجليزية كلغة أجنبية وتعلمها لتعزيز مهارات الاستماع والقراءة في اللغة الإنجليزية كلغة أجنبية. بالإضافة إلى ذلك، يجب تزويد متعلمي اللغة الإنجليزية كلغة أجنبية بجلسات تدريبية في الاستماع والقراءة التي يتم فيها استخدام بعض الأنشطة القائمة على ركائز البرمجة اللغوية العصبية.

**الكلمات المفتاحية:** بعض الأنشطة القائمة على ركائز البرمجة اللغوية العصبية، مهارات الاستماع، مهارات القراءة، طلاب كلية التربية.

## مستخلص البحث باللغة الانجليزية:

## ABSTRACT

### Using Some Neurolinguistics Programming Pillars-Based Activities to DevelopFaculty of Education Students' EFL Listening and Reading Skills

This study aimed at enhancing Faculty of Education students' EFL listening and reading skills through using some neurolinguistics programming pillars-based activities. To fulfill this purpose, instruments were constructed, listening, and reading skills checklists, pre-post EFL listening and reading skills tests in addition to a listening rubric. The participants of the study were sixty-four first year Faculty of Education students, Menoufia University. This study used a quasi-experimental design with two groups: the experimental group was taught utilizing some neurolinguistics programming pillars-based activities, while the control group was taught using regular teaching methods. The results revealed that experimental group students' EFL listening and reading skills considerably improved and they outperformed

their counterparts in the control group in these targeted skills. It was recommended that some neurolinguistics programming pillars-based activities should be used in EFL teaching and learning to enhance EFL listening and reading skills. In addition, EFL learners should be provided with EFL listening and reading courses in which some neurolinguistics programming pillars-based activities are employed.

**Keywords:** *Some neurolinguistics programming pillars-based activities, listening skills, reading skills, Faculty of Education students*.

## Introduction

Language is at the heart of human being life. The current age has many changes in all fields of life, and educators should pay more attention to education. Learning English language is one of the most important requirements of this age, and there is a need to change the traditional classroom to improve learning and social relations among classmates. In the situation where the language of instruction is English as a foreign language, there is a great value in providing EFL students with opportunities for interaction with more proficient speakers of English. Deep understanding is required while reading and listening in a foreign language, which is frequently coupled with the requirement to conduct cognitive and procedural activities. Neurolinguistics programming (NLP) assists teachers in developing remarkable skills and supports students to excel in their performance. It assists language teachers in improving communication with students, strengthening the educational environment, and creating helpful and successful interactions, all of which contribute to increased academic achievement.

Reading is one of the four language skills that helps learners to think in English, enlarge their vocabulary, improve their writing, and prepare them to study in English-speaking countries (Ahmed Okasha, 2020; Alharbi, 2022). Reading teachers should pay more attention to this skill and help students acquire full understanding of the reading texts and develop their reading skills. Comprehension is especially important to students. The ability of students to comprehend what they read has a significant impact on their academic success. Students who do not grasp what they are studying are unlikely to gain the abilities required to engage in the workforce of the twenty-first century (Erbeli & Joshi, 2022; Ghabanchi & Behrooznia, 2014).

Listening is an important part of language learning, but it is still a difficult skill to acquire. Emerick (2019) found that cultural differences, pronunciation, new vocabulary, lack of focus, duration and pace of listening are all possible issues in classroom language acquisition. The inability to manage pace, word repetition, restricted vocabulary, failure to recognize signals, lack of contextual knowledge, lack of listener's focus in the foreign language, and poor learning habits are all added by Fakhri Alamdari and Bozorgian (2022); (Ke & Wang, 2022); Lee and Hart (2022). Listening is vital for successful language learning because it creates the circumstances for the acquisition and extension of other language skills (Pérez-Segura, Sánchez Ruiz, González-Calero, & Cózar-Gutiérrez, 2022; Qiu & Xu, 2022). Listening helps learners to succeed in language learning by increasing self-reliance and motivating them to have access to spoken English (Djabborova, 2020; Du & Man, 2022).

**1.2. Background of the Problem:**

From the researcher's experience, it is noticed that Faculty of Education students depend, in their reading, on the lecturer, dictionary and the text's explicitly stated ideas. Rarely do they read beyond the lines or infer, predict or judge a piece of reading. They rarely set the purpose of the written text, visualize, question, clarify, get the message, distinguish between literal and implied meanings, comprehend the main idea, write complete sentences, or use details in writing. It has also been noticed that there are some problems which face students when they are listening. These problems include delivery speed, new vocabulary, concentrating difficulties, and physical environment problems.

In other words, Faculty of Education students lack reading and listening skills. To document the problem, the researcher conducted a pilot study through administering reading and listening skills tests, prepared by the researcher, to a random sample of first year Faculty of Education students. This pilot study results indicated the weakness of students' EFL reading and listening skills. Most of the students (about 70%) could not analyze or evaluate what they read. They could not make predictions, draw inferences, summarize the text, understand the message, distinguish between the literal and implied meanings, recognize contradictions, or reconstruct the structure and the meaning of ideas expressed by others.

Previous studies in the Egyptian context confirmed that EFL students' reading and listening skills were lacking. They are unable to form predictions, draw inferences, comprehend messages, discriminate between literal and implied meanings, or appreciate the structure and

meaning of other people's thoughts (Abd El Ghany, Zaza, Amin, & Yousif, 2019; Ali, 2015; Diab, Mohammed, Abdel-Haq, & El-Dib, 2018; Nada, 2021). Because of these problems, the researcher suggests some neurolinguistics programming pillars-based activities to help the learners develop their reading and listening skills.

### 1.3. Statement of the problem:

The current study problem lies in Faculty of Education students' deficiencies in EFL reading and listening skills. So, the study attempted to investigate the effectiveness of some neurolinguistics programming pillars-based activities in developing EFL reading and listening skills for first year Faculty of Education students.

### 1.4. Questions of the study:

The current research aims to provide answers to the following questions:

1) What is the effectiveness of using some neurolinguistics programming pillars-based activities in developing listening skills of EFL Faculty of Education students (making predictions, comprehending the main idea of the message, listening for specific details, distinguishing between literal and implied meaning, and recognizing contradictions)?

2) What is the effectiveness of using some neurolinguistics programming pillars-based activities in developing reading skills of EFL Faculty of Education students (literal, inferential)?

### 1.5. Aim of the study:

The present study aimed at developing the reading (literal and inferential) skills and listening skills (making predictions, comprehending the main idea of the message, listening forspecific details, distinguishing between literal and implied meaning, and recognizing contradictions) for first year Faculty of Education students via using some neurolinguistics programming pillars-based activities.

### 1.6. Significance of the study:

This study could be significant to:

a) Students: as it could help in developing students' reading and listening skills.
b) Teachers: as it could help in providing teachers with a new methodology to enhance their teaching skills enabling them to use this new methodology to develop the reading and

listening skills of their students.

c) Curriculum and/or program designers as it could help in providing a new methodology to enhance the educational process.

### 1.7 Participants of the study:

Sixty-four first-year students from the Faculty of Education at Menoufia University participated in this study during the second semester of the academic year (2022-2023). They were split into two groups, one as the control group and the other as the experimental one. Both groups were initially evaluated using research instruments. They then post tested after experimentation.

### 1.8. Delimitations of the study:

This study was delimited to:

1- Some EFL reading and listening skills that are appropriate for first-year Faculty of Education students.

2- Sixty-four first year Faculty of Education students in Menoufia university.

3- The second term of the academic year 2022 – 2023.

### 1.9 Instruments and Materials of the Study:

The following instruments were used in this study:

1- A reading skills checklist to determine the most important reading skills necessary and relevant for first year Faculty of Education students.

2- A listening skills checklist to determine the most important listening skills necessary and relevant for first year Faculty of Education students.

3- A pre-post reading skills test that was prepared by the researcher.

4- A pre-post listening skills test that was prepared by the researcher.

5- A teacher's guide to be used in the study experiment.

6- Some neurolinguistics programming pillars-based activities, that are used to develop the EFL reading and listening skills.

### 1.10 Definition of Terms

**Reading skills:**

Reading is defined as the process of interactively extract and construct meaning via involvement with the written text (Elleman & Oslund, 2019, p. 4; Namjoo & Marzban, 2014; Zoghi, Mustapha, & Maasum, 2010). Reading can operationally be defined as the capacity of FFL Faculty of Education students to comprehend what we read in

situations where the words have context, and the text has meaning allowing them to read efficiently, study well, and construct concepts.

**Listening skills:**

Listening is a linguistic ability that needs a willingness to comprehend the other person, a respectful and accepting attitude, and a readiness to open your mind to see things from the other person's perspective (Saeedakhtar, Haqju, & Rouhi, 2021; Wakamoto & Rose, 2021). Listening entails auditory discrimination, picking information, and tying it to processes between sounds and meaning forms (Fakhri Alamdari & Bozorgian, 2022; Lee & Hart, 2022; Mehrpour & Rahimi, 2010).

The researcher operationally defines listening as EFL faculty of Education students' skills which involves not only receiving sounds in a passive way but also listening actively with immediate analysis of the streams of sounds.

**Neurolinguistics programming pillars**

The researcher operationally defines Neurolinguistic programming pillars as a set of themes that can help learners improve their verbal and nonverbal communication skills. They are a method of altering and adopting behaviors and emotions to accomplish desired outcomes. The first pillar, in NLP, is to specify outcomes. The second pillar is sensory awareness and anchoring, in which students employ their senses to become more aware of what is going on in the environment around them.

Behavioral Flexibility is the third pillar that is about learners being willing to change their behaviors and providing themselves permission to do so. Having many ways of performing the same thing helps increase their compatibility with others, and then you have the choice of achieving the intended outcome in a new method. Because of this versatility in how things should be or how things happen in learners' thinking. Rapport is the fourth pillar that refers to the close relationship with people. While connecting with others is typically unconscious, it is a prerequisite that is valued in today's environment when learners are continuously linked

with others.

**Neurolinguistics programming pillars-based activities**

Neurolinguistics programming pillars-based activities are operationally defined by the researcher as the way EFL Faculty of Education students participate in tasks or assignments that need them to think about and analyze taught content using the pillars of Neurolinguistic Programming. This can occur at any step or degree of learning, from engaging learners in a topic to active and conscious engagement in finding language and norms, and finally to active read and listen EFL texts. The fluidity with which learners communicate with their classmates and others with whom they interact. Each student is accountable not only for improving their own understanding of the content, but also for assisting other students or group members in doing so.

**2. Literature review:**

**Reading Skills:**

Reading is an essential part of any language curriculum, helping students learn to think in English, enlarge their vocabulary, improve their writing, and practice English in a non-English-speaking country. Reading is the ability to perceive a written text in order to comprehend its content. Comprehension is an important notion in reading skills. It is well-appreciated by both students and teachers since it improves language learning and allows learners to read for a variety of reasons (BalıkcıoĿlu & Efe, 2016; He, Xiong, & Min, 2022; Isaqjon, 2022).

Reading requirements grow when students reach higher grades because they are expected to grasp increasingly complicated content, which typically demands well-developed reasoning abilities as well as the ability to apply suitable previous information in a variety of contexts (Samiei & Ebadi, 2021; Song & Reynolds, 2022; Suherman, 2020; Zoghi, Mustapha, & Maasum, 2010). Unfortunately, traditional, text-centered classrooms do not provide students with instruction in the skills and strategies required to learn how to understand a text (Marzuki, Alim, & Wekke, 2018; Mehrdad, Ahghar, & Ahghar, 2012; Mehrpour & Rahimi, 2010). There is no reason to be scared of casual reading; but, when learning becomes challenging, it can be difficult to concentrate, recall ideas, and learn new things (Azizi, Namaziandost, & Rezai, 2022; Erbeli & Joshi, 2022; He et al., 2022; Isaqjon, 2022; Ismayilli Karakoç, Ruegg, & Gu, 2022).

Oo and Habók (2022); Pérez-Segura et al. (2022); Suherman (2020) stated that reading entails a systematic interaction between the reader and the text that employs both linguistic or systemic knowledge from the bottom-up processing and schematic information from the top-down processing.

Everyone has a combination of skills and abilities when learning to read. Reading involves two major processes: decoding and comprehension. These two processes are unrelated, but both are required for literacy. To make sense of the printed text, learners must be able to connect sequences of letters to the relevant speech units. Higher degrees of cognitive and linguistic thinking, such as intellect, vocabulary, and grammar, are required for comprehension, allowing people to infer meaning from what they read (Anggia & Habók, 2023; Karimi & Alibakhshi, 2014; Marzuki et al., 2018; Mehrdad et al., 2012).

Each reading component of an English course may include a set of learning objectives for reading a range of English texts (Baleghizadeh, 2011; Ghabanchi & Behrooznia, 2014; He et al., 2022; Isaqjon, 2022). Most teachers aspire to produce autonomous readers outside of the EFL/ESL classroom as a long-term objective. Building linguistic information that will aid reading abilities necessitates the development of purposeful knowledge (Kamgar & Jadidi, 2016; Karimi & Alibakhshi, 2014; Marzuki et al., 2018).

The ability to change one's reading style depending on the task at hand (for example, skimming or scanning) requires an understanding of the structure of the written text to establish a critical approach towards text content (BalıkcıoŁlu & Efe, 2016; Ghabanchi & Behrooznia, 2014; Mehrpour & Rahimi, 2010; Namjoo & Marzban, 2014; Yeganeh, 2013; Zoghi et al., 2010).

**Listening Skills**

Listening is a skill that needs a willingness to comprehend the other person, a respectful and accepting attitude, and a readiness to use one's mind to see things from the other person's perspective. It necessitates the individual's active engagement. Listening entails a sender, a message, and a receiver. It is the psychological process of receiving, comprehending, and reacting to spoken and/or nonverbal signals (Bozorgian, Sabokpa, & Muhammadpour, 2022; Mehrpour & Rahimi, 2010).

Chon and Shin (2019); Djabborova (2020) stated that listening requires auditory discrimination, auditory grammar, selecting information, memorizing it, and connecting it between sounds and meaning forms.

Du and Man (2022); Emerick (2019); Fakhri Alamdari and Bozorgian (2022) defined listening as a psychological process in which a listener receives spoken and/or nonverbal information and concentrates on it to extract meaning, comprehend it, and respond to it. He et al. (2022); Ke and Wang (2022) added that listening is a is a sophisticated process of interpretation in which listeners match what they hear to what they already know. Listening is a channel for perceiving input, and most of the time spent in learning a foreign language is devoted to listening (Lee & Hart, 2022; Mehrpour & Rahimi, 2010; Pérez-Segura et al., 2022).

According to Robillos and Bustos (2022); Saeedakhtar et al. (2021), Bottom-up processing, top-down processing, and interactive processing are the three primary models of information processing. New data makes bottom-up processing possible. Listening turns the sound from meaningful units into whole text in this process. Some incoming sounds generate schemata in the listener's mind, such as phonological knowledge, morphological knowledge, lexical and syntactic knowledge(Bozorgian et al., 2022; Chon & Shin, 2019). Listeners use their vocabulary knowledge, their understanding of new words, syntax, and grammar. This procedure is strongly linked to the listener's language expertise (Du & Man, 2022; Ke & Wang, 2022; Robillos & Bustos, 2022; Wakamoto & Rose, 2021).

Top-down processing makes use of prior information to decipher the meaning of a message. Top-down processing creates broad predictions based on general schemata and then seeks information to suit these broad predictions. Context involves the subject's knowledge and context, the speakers' relationship to each other, and prior occurrences (Du & Man, 2022; He et al., 2022; Ke & Wang, 2022).

If the incoming information is unfamiliar to the listener, they will be unable to extract schemata and will have to depend only on their linguistic understanding for listening comprehension. As a result, depending only on top-down processing may result in a failure to comprehend. Top-down and bottom-up listening processing should be integrated, according to interactive processing, to increase listening comprehension (Lee & Hart, 2022; Mehrpour & Rahimi, 2010; Pérez-Segura et al., 2022). If the listeners are unfamiliar with the content of the listening text, they can only use their linguistic expertise, particularly lexical and syntactic knowledge, to comprehend the information (Djabborova, 2020; Du & Man, 2022; Fakhri

Alamdari & Bozorgian, 2022; Ke & Wang, 2022; Qiu & Xu, 2022; Wakamoto & Rose, 2021).

**Neuro-Linguistic Programming (NLP)**

Neuro-linguistic programming (NLP) is an interpersonal communication strategy created in the early 1970s by John Grinder and Richard Bandler. It is a set of tactics, procedures, and patterns for effective communication, personal growth, and transformation. Grinder and Bandler felt that brain processes, language, and behaviour patterns were interconnected and that they could be altered to accomplish desired outcomes. Neuro-linguistic programming is founded on three fundamental concepts: neuro (neurological processes), linguistics (language), and programming (behavioural techniques) (Anjomshoaa et al., 2021; Drigas & Mitsea, 2021; Espinales & Moreno, 2021).

NLP considers the brain mechanisms that allow us to detect and process information from our senses. Neuro-Linguistic Programming (NLP) explores excellence and attributes to assist individuals and organizations in achieving their goals (Gran, 2021; Ilyas, 2017; Keezhatta, 2019). This is excellence psychology, and it is founded on the fact that some individuals do things well while others do not. In fact, uncovering the secret of perfection is the primary motivator for NLP pioneers (Nazim & Yousaf, 2021; Nompo, Pragholapati, & Thome, 2021). Neuro-linguistic programming proponents argue that greatness is not an inherent skill and can be learnt (Adam, 2022; Barakat, 2021; Gran, 2021; Hosseinzadeh & Baradaran, 2015; Ilyas, 2017).

**Pillars of neuro-linguistic programming**

There are four key pillars or principles for NLP. These pillars comprise outcome thinking, sensory awareness, rapport skills, Anchoring, and behavioural flexibility, all of which combine to focus on achievement whether for the person or others (Dilts, 2000; Dilts, Grinder, Bandler, & DeLozier, 1980; Robbie, 2000).

**1. Rapport skills:**

Webster (1984) defines rapport as a tight and harmonious connection characterised by affinity, and harmony, which makes teaching easier. According to Delbio and Ilankumaran (2018), rapport is essential for efficient communication, and teachers must adopt the same behaviour as pupils to generate rapport. Drigas and Mitsea (2021); Nompo et al. (2021) emphasise that, NLP tactics are helpful in developing rapport or empathy and may be used to foster tighter ties between instructors and students. Consequently, teachers may utilise it to

create a more encouraging and gratifying learning environment, resulting in increased productivity and success where living in a community makes the ability to build rapport and communicate effectively crucial demand (Barakat, 2021; Drigas & Mitsea, 2021; Ilyas, 2017).

**2. Outcome thinking**:

The concept of NLP is that accuracy helps people achieve their goals. As a result, learners must be clear about their goals (Drigas & Mitsea, 2021; Tosey & Mathison, 2003). According to Drigas and Mitsea (2021); Hosseinzadeh and Baradaran (2015); Ilyas (2017); Rayati (2021), this rule requires the learners to:

a) consider their objectives to be essential and intriguing needs and make them as appealing as possible.
b) keep their thoughts on their desired objective throughout the day and set their minds on the road that will lead to it.
c) assume their desires have come true and have accomplished their aim. Their visualization is critical, and they must build a clear mental picture. Then, return and attempt again to reach their target destination.
d) pay close attention at all times as learners must be aware of all the resources, tasks, and people who have assisted them, and must account for all of them.
e) return to the present with new understanding and take action to attain their objectives.

**3. Sensory awareness and Anchoring**:

Sensory awareness is connected to the premise that learners utilise their senses to experience the world and see, hear, or feel what happens to them (Dilts et al., 1980; Tosey & Mathison, 2003). When learners employ their senses, the input they get allows them to adapt neurolinguistic activities to reach the intended result. Sensual awareness is critical for goal achievement because it allows learners to distinguish between what works and what does not (Abuzaifah, 2019; Anderson, 1986; Begum et al., 2022; Drigas & Mitsea, 2021; Robbie, 2000). Anchoring is the act of linking certain sensory experiences with specific emotional or mental processes (Anjomshoaa et al., 2021; Delbio & Ilankumaran, 2018; Zhang, Davarpanah, & Izadpanah, 2023). The teachers should identify a positive feeling or state that they want students to be able to access more easily, then create a sensory anchor, such as touch or sound, that students can use to access that state whenever they want (Anjomshoaa et al., 2021; Nergis, 2011).

**4. Behavioral flexibility**:

Behavioral flexibility is associated with adaptation to changing situations. It also implies that having a choice of action options increases our chances of success (Abuzaifah, 2019; Anjomshoaa et al., 2021; Dilts, 2000; Robbie, 2000). Neurolinguistic programming enables people to be more flexible in their behaviour and adjust to changes in their lives more readily. Neuro-linguistic programming has the ability to improve learners' quality of life, foster positive attitudes, manage psychiatric issues, and boost language learning (Anjomshoaa et al., 2021; Balasubramanian, 2019; Delbio & Ilankumaran, 2018; Nergis, 2011; Zhang et al., 2023).

## Rationale for Using Neurolinguistics Programming Pillars-Based Activities in Language Learning

NLP supporters stressed on English instructors to make every effort to establish rapport with his or her students to accelerate the learning process. Any communication gaps will be bridged, and productive interactions will occur in such a conducive setting. In general, students are more confident and eager to complete prescribed tasks and activities and take strides towards academic achievement when a secure and supportive learning environment is provided (Anjomshoaa et al., 2021; Delbio & Ilankumaran, 2018; Zhang et al., 2023). Neuro-Linguistic Programming (NLP), Siddiqui (2018) provides ways for teachers and language learners to transform their unproductive study patterns and enjoy successful and effective language learning. Key components include retention, metamodeling, and rapport in which the individuals or groups concerned understand and communicate well with each other's feelings or thoughts.

NLP activities can assist English language teachers in improving interpersonal and communication skills as well as increasing students' confidence. When learning a language, students employ their five senses, which are referred to as representation systems. They are auditory, visual, olfactory, gustatory, and kinaesthetic. One of the ELT teacher's roles is to recognise these traits and choose the best teaching method. Neurolinguistic programming can assist language learners in improving their performance and taking steps towards accomplishment. Neuro-Linguistic Programming (NLP) is a humanistic philosophy that teaches people about their preferred learning method and encourages them to take charge of their own lives (Alroudhan, 2018; Chon & Shin, 2019; Espinales & Moreno, 2021; Hajizada,

2021; Keezhatta, 2019; Lashkarian & Sayadian, 2015; Zhang et al., 2023). NLP may have a major influence on education, particularly second language learning. English instructors and students may use NLP concepts and activities to become more effective and successful in their educational endeavours (Delbio & Ilankumaran, 2018; Hosseinzadeh & Baradaran, 2015; Rayati, 2021; Siddiqui, 2018; Tarnopolsky, 2016).

## 3.Method

The current study aimed at developing EFL first year Faculty of Education students' reading and listening skills via using some neurolinguistics programming pillars-based activities.

### 3.1. Design of the study

This study uses the quasi-experimental pre-post design. There were two groups: one served as the control group (n = 32) and one for the experimental group (n = 32). The two groups were pre-tested by using EFL reading and listening tests before conducting the treatment to assess their reading and listening skills. After that, the experimental group students were taught using some neurolinguistics programming pillars-based activities proposed by the researcher. After the treatment, both groups were post-tested by using the EFL reading and listening skills tests. Differences between the mean scores of the pre-test and post-test were calculated by using t-test.

### 3.2. Participants of the study:

This study participants included 64 first-year Faculty of Education students in the second semester of the academic year (2022-2023). They were separated into two groups, one for the control group and the other for the experimental group.

### 3.4. Instruments and Instructional Materials

The following instruments and materials were used by the researcher:

1. A reading skills checklist.
2. A listening skills checklist.
3. A pre-post reading skills test that was prepared by the researcher.
4. A pre-post listening skills test that was prepared by the researcher.
5. A reading rubric.
6. A listening rubric.
7. A teacher's guide to be used in the study experiment.

**EFL Reading Skills Checklist**

The aim of this checklist is to identify the appropriate level of targeted EFL reading as well as the sub-skills needed at each level. This exam was created with the mentioned levels and sub-skills in mind. After evaluating the literature and studies on EFL reading skills, the researcher created a first-form checklist. The checklist (Appendix A) has two levels of understanding: literal and inferential.

**Checklist Validity**

To validate it for clarity and appropriateness, an early version of the EFL reading skills checklist was given to a panel of judges who are specialists in Teaching English as a Foreign Language (TEFL). Several insightful remarks were made and then discussed. Some irrelevant and unsuitable skills, for example, are omitted. Some verbs have been changed to make them more specific and clearer.

**EFL Listening Skills Checklist**

The researcher prepared a listening skills inventory (Appendix F) to identify the most significant listening skills necessary and relevant for first year Faculty of Education students. The researcher designed a first-form checklist after analyzing literature and related studies on listening skills.

**Checklist Validity**

An early version of the Listening Skills Checklist was given to a panel of judges who are specialists in Teaching English as a Foreign Language (TEFL) to assess it for clarity and appropriateness. They are asked to add, delete, or change whatever element they see appropriate. Several insightful comments were made and then discussed. Some irrelevant and unsuitable skills, for example, are left out. Some verbs have been changed to be more specific and clearer.

**Reading skills test:**

The researcher designed two equivalent versions of the EFL reading skills (Appendices B & C). The reading skills test was used as a pre-test to make sure that students of both groups were at the same level before experimentation. Whereas it was used as a post-test to

investigate the effectiveness of some neurolinguistics programming pillars-based activities in developing reading skills among first year Faculty of Education students.

**Reading skills Test Validity**

A preliminary version of the EFL Reading Test (two equivalent versions) was given to a panel of judges for clarity and appropriateness validation. They are asked to add, remove, or edit any section that they deem appropriate. Pearson's correlation coefficient (r = 0.52) was calculated between participants' scores on the two versions in the pilot administration to test to test the equivalence of the two versions. The test's two versions are statistically equivalent.

**Reading skills Test reliability:**

The test reliability was determined using the test-retest method. It was administered to thirty students who were not part of the research sample. Three weeks later, the same students and settings were used to administer the same test. The correlation coefficient between the first and second test administrations is then computed using correlation coefficient analysis. The correlation coefficient calculated is (0.52) showing that the test is reliable. The following table displays the EFL reading test-retest correlation coefficient value.

**Table (1): Participants correlation coefficient of test-retest values of the reading skills test's reliability.**

| Reading skills | N | Mean | Std. Deviation | Correlation Coefficient |
|---|---|---|---|---|
| **Test** | 30 | 20.93 | 3.69 | 0.52 |
| **Retest** | 30 | 20.73 | 2.60 | |

**Test Scoring**

The researcher prepared a rubric to score the test. Two raters (the researcher and another EFL instructor) used the rubric to assess participants' responses to open-ended questions. The correlation coefficient (r = 0.81) between the two raters' ratings was computed, showing a high degree of objectivity.

**The EFL Reading Rubric**

The researcher prepared a rubric to score the participants' answers to the test questions. The rubric addresses two levels of EFL reading skills. The jury was shown a preliminary version (Appendix K) of the rubric for approval.

**The EFL listening skills test:**

The researcher designed two equivalent versions of the listening skills (Appendices G&H). The listening skills test was a pre-test to make sure that students of both groups were at the same listening level before experimentation. Besides, it was used as a post-test to investigate the effectiveness of some neurolinguistics programming pillars-based activities in developing the listening skills among first year Faculty of Education students.

**Description of the EFL listening skills test:**

For the present study the researcher needed to measure the listening skills of the first year Faculty of Education students. Therefore, she designed a pre-post listening skill. The test is composed of two parts. Each part consisted of some questions that were used to measure the listening sub skills.

Part one was composed of four questions. Each question was used to measure certain listening skills. In the first question, the students were required to make some predictions about the topic and to list their ideas, and then they have to listen to the text in order to check their predictions. This question was used to measure the ability of the students to make predictions. In the second question, the students were required to match each item on the left column with that on the right column. This question was used to measure the ability of the students to comprehend the main idea and deduce comparisons. In the third question, the students were required to write short answers. This question was used to measure the ability of the students to understand the message, identify the attitudes of the speaker and recognize the cause-and-effect relationship. In the fourth question, the students were required to choose the correct answer. This question was used to measure the ability of the students to distinguish between literal and implied meanings.

Part two was composed of one question. In this question, the students were required to listen to another text and answer the questions. In this question, the students were required to check the correct information to complete the sentences. This question was used to measure the ability of the students to recognize the purposes and motives of the speakers in addition to the ability to recognize contradictions.

### EFL Listening Skills Test Validity

A preliminary version of the EFL listening Test (two equivalent versions) was given to a panel of judges for clarity and appropriateness validation. They are asked to add, remove, or edit any section that they deem appropriate. Pearson's correlation coefficient (r = 0.33) was calculated between participants' scores on the two versions in the pilot administration to test the equivalence of the two versions. The test's two versions are statistically equivalent.

### EFL Listening Skills Test Reliability

The test reliability was determined using the test-retest method. It was administered to thirty students who were not part of the research sample. Three weeks later, the same students and settings were used to administer the same test. The correlation coefficient between the first and second test administrations is then computed using correlation coefficient analysis. The correlation coefficient calculated is (0.33) showing that the test is reliable. The following table displays the EFL reading test-retest correlation coefficient value.

**Table (2): Participants correlation coefficient of test-retest values of the listening skills test's reliability.**

| Listening skills | N | Mean | Std. Deviation | Correlation Coefficient |
|---|---|---|---|---|
| **Test** | 30 | 36.06 | 2.80 | 0.33 |
| **Retest** | 30 | 35.26 | 3.023 | |

### The EFL Listening Skills Rubric

The researcher prepared a rubric to score the participants' answers to the test questions. The rubric addresses the EFL listening skills. The jury was shown a preliminary version (Appendix L) of the rubric for approval.

### The Teacher's Guide

The researcher designed a teacher's guide for developing first year Faculty of Education students' reading and listening skills via using some neurolinguistics programming pillars-based activities (Appendix N).

**Description of Some neurolinguistics programming pillars-based activities**

The researchers employed numerous Neurolinguistic Programming pillar-based activities that seek to improve the EFL reading and listening skills of Faculty of Education students. The neurolinguistic programming pillars emphasize interaction, communication, and discussion between instructors and students, as well as teacher and student engagement in the teaching and learning process. The students' perspective is participative rather than negative. A variety of learning activities based on the pillars of Neuro-Linguistic Programming place students at the center of learning. Students are more focused on what they have learnt rather than what the teacher has taught them. There are various Neurolinguistic Programming pillar-based activities that may be used to engage students in the learning process. This study will use the following activities:

1- Group- work.
2- A whole class- discussion.
3- Think-pair-share activity.
4- The shadow reading activity.
5- Focused- listening activity.
6- The shadowing activity.
7- Charade activity.
8- Storytelling activity.
9- Partial dictation activity.
10- Ask together-learn together.
11- Spot the difference.
12- KWL activity.
13- Jigsaw 11 activity.
14- Team-pair-solo activity.
15- Productive questioning activity.
16- Fishbowl activity.
17- Pair-share-repeat activity.
18- Wisdom from another.
19- Brainstorming.
20- Read aloud activity.
21- One-minute papers.

**Implementing some neurolinguistics programming pillars-based activities**

There are four phases of implementing some neurolinguistics programming pillars-based activities to develop EFL listening and reading skills follows:

**Phase 1: Rapport based activities**

Students are divided into groups of six students to enhance rapport, interaction, and communication. The students will be asked some questions on a topic. Each group will meet to discuss the pre-reading / pre- listening questions depending on their prior knowledge.

**Phase 2: Outcome thinking activities**

Discussion based reading/listening activities will be provided where the students work in a pair or group to discuss the main idea. They are encouraged to construct meaning of the sentence rather than the discussion of the definition of the new words or analyzing the sentence structure. They discuss and review what they listen to together. When encountering new words, the students will be encouraged to guess the meanings.

**Phase 3: Sensory awareness and anchoring activities**

The teacher encourages the students to express their thoughts, opinions, and feelings about the text. Sensual acuity or awareness is critical for goal achievement because it allows learners to distinguish between what works and what does not.

**Phase 4: Behavioral flexibility activities**

The students are asked to write a personal reflective response related to the text. Neurolinguistic programming activities help learners improve quality of life, foster positive attitudes, manage psychiatric issues, and boost language learning.

**4. Findings and Discussion**

Before experimentation, both groups (experimental and control) were pre-tested using the instruments of the study. The aim of the pre-testing is to make sure that both groups are equal in their reading entry level. The following table summarized pre-testing statistics:

**Table (3): T. test showing the difference between the experimental and control groups on the EFL reading and listening Skills tests before experimentation.**

| Skills | Experimental group (n = 32) | | Control group (n = 32) | | t value | Significance |
|---|---|---|---|---|---|---|
| | Mean | S.D | Mean | S.D | | |
| **Reading Skills** | 21.718 | 2.58 | 20.53 | 2.75 | 1.75 | Not significant |
| **Listening Skills** | 36 | 2.56 | 34.65 | 7.53 | 0.94 | Not significant |

Before experimentation, both groups (experimental and control) were pre-tested using the instruments of the study. The aim of the pre-testing is to make sure that both groups are equal in their listening entry level. Pre-testing results revealed that the two groups were equal before implementation.

**Post-testing statistics: Investigating the validity of the hypotheses:The first hypothesis:**

To determine whether student's reading skills have been improved after implementing the new approach (some neurolinguistics programming pillars-based activities), the first hypothesis was tested: "There would be no statistically significant difference between the post-tests mean scores of the experimental group and the control group in the overall reading skills in favor of the experimental group". The researcher used the "t" test for independent samples to test the reading skills of the experimental group and the control group after implementing the experiment. The following table summarizes the data acquired from conducting the reading skills test to both experimental and control group students.

**Table (4): T. test showing the difference of the scores of both groups on overall reading skills post-test**

| Skill | Experimental group (n = 32) | | Control group (n = 32) | | t value | Significance |
|---|---|---|---|---|---|---|
| | Mean | S.D | Mean | S.D | | |
| **Literal reading** | 11.87 | 1.68 | 7 | 0.5 | 15.218 | Significant |
| **Inferential reading** | 20.125 | 1.690 | 13.687 | 1.450 | 16.095 | Significant |
| **Overall EFL Reading Skills** | 32 | 2.14 | 20.68 | 0.58 | 28.3 | Significant |

The previous table shows that the experimental group students' mean score on the reading skills test obtained to (32) which is higher than that of the control group students (20.68). To determine whether significant differences occurred between both groups' mean scores on the overall EFL reading skills test, mean scores were compared using "t" test for independent samples. The previous table shows that the "t" value calculated was (28.3). So, the hypothesis was rejected as there was a statistically significant difference between the mean scores of the control group and the experimental group on the overall EFL reading skills post-test in favor of the experimental group. This is due to some neurolinguistics programming pillars-based activities. It is more effective than the regular method, used in teaching reading skills, in developing the students' overall EFL reading skills among first year Faculty of Education students.

**The second hypothesis:**

To determine whether student's listening skills have been improved after implementing the new approach (some neurolinguistics programming pillars-based activities), the fourth hypothesis was tested: "There would be no statistically significant difference between the post-tests mean scores of the experimental group and the control group in the overall listening skill in favor of the experimental group". The study used the "t" test for independent samples to test the listening skills of the experimental group and the control group after implementing the experiment. Data collected from administering the listening skills test to both groups (experimental and control group students) are summarized in the following table.

**Table (5): T. test showing the difference of the scores of both groups on the overall listening skills post-test.**

| Skill | Experimental group (n = 32) | | Control group (n = 32) | | t value | Significance |
|---|---|---|---|---|---|---|
| | Mean | S.D | Mean | S.D | | |
| **Making predictions** | 13.09 | 0.88 | 8.812 | 0.64 | 22.05 | Significant |
| **Comprehending the main idea of the message** | 4.0625 | 0.63 | 1.5 | 0.5 | 18.15 | Significant |
| **Listening for specific details** | 24.68 | 3.075 | 15.93 | 2.81 | 11.66 | Significant |
| **Distinguishing between literal and implied meanings** | 5.59 | 1.9 | 3.5 | 0.96 | 5.53 | Significant |
| **Recognizing contradictions** | 10.5 | 2.37 | 5.84 | 0.90 | 10.35 | Significant |
| **Overall Listening skills** | 57.94 | 3.73 | 35.5 | 2.72 | 27.036 | Significant |

The previous table shows that the experimental group students' mean score on the listening skills test obtained to (57.94) which is higher than that of the control group students (35.5). To determine whether significant differences occurred between both groups' mean scores on the overall listening skills test, mean scores were compared using "t" test for independent samples. The previous table shows that the "t" value calculated was (27.036). So, the hypothesis was rejected as there was a statistically significant difference between the mean scores of the control group and the experimental group on the overall listening skills post-test in favor of the experimental group. This is due to some neurolinguistics programming pillars-based activities. It is more effective than the regular method, used in teaching listening skills, in developing the students' overall listening skills among the first year Faculty of Education students.

**Second: Discussion**

Findings of this study indicated that using some neurolinguistics programming pillars-based activities is effective in developing the EFL reading and listening skills among first year Faculty of Education students. According to the study results, there are various explanations for the success of implementing neurolinguistics programming pillars-based activities in developing students' EFL reading and listening skills as follows:

a) During the learning process, teachers should create chances for students to collaborate, engage, and rely on themselves and actively participate in the learning process. Teachers should recognise the value of increased student engagement in the classroom and in foreign language acquisition, particularly in the development of listening and reading skills.

b) Sensory awareness activities assist students perceive and comprehend nonverbal clues. This includes paying attention to the sound and tone of spoken English, as well as the context and tone of written English, in the context of EFL. Sensory awareness activities help learners understand spoken and written English more clearly and enhance their comprehension skills. Anchoring activities links pleasant sentiments with EFL listening and reading. for example, make anchors, such as listening to students' favourite English music, help them feel happy and inspired to listen to English.

c) Outcome thinking activities Focus on the desired outcome or aim. In the context of EFL listening and reading, this entails establishing students' listening and reading goals and devising a strategy to attain them. For example, teachers and learners may establish a daily goal of listening to one English-language podcast or reading one English-language news item. Having specific goals and a strategy in place will help students keep motivated and focused on developing their listening and reading skills.

d) NLP pillars-based activities recognise that learners have varied learning styles, with some being more visual or auditory learners. These activities focus on the learning materials and tactics that work best for learners after determining their preferred learning style.

e) Rapport activities encourage students to read, listen, and interact with the text when using pair and group work. Even learners who are shy about speaking in front of teachers or peers can talk, read, listen, and participate in the learning process.

## 5.2. Conclusions

The findings of the study revealed that some neurolinguistics programming pillars-based activities are more effective than the traditional ones commonly used in developing the EFL reading and listening skills among first year Faculty of Education students. It was concluded that using some neurolinguistics programming pillars-based activities helped the participants achieve better performance and progress in EFL reading and listening classes. The traditional method used nowadays in teaching reading and listening does not help students develop as readers and listeners. It only stresses vocabulary and does not care about the full

understanding of the text. Some neurolinguistics programming pillars-based activities are effective in developing reading and listening skills among first year Faculty of Education students such as self-confidence, co-operation, and self-dependence. During using some neurolinguistics programming pillars-based activities, the students' love for the reading and listening class increased and their performance improved.

**5.3. Recommendations of the study:**

Based on the study findings, Neuro-Linguistic Programming (NLP) can be a beneficial tool for improving EFL listening and reading skills and the following recommendations for using Neuro-Linguistic Programming can be offered as follows:

a) emphasizing the significance of student-centered education in improving students' skills to read more effectively, listen more effectively, create knowledge, engage personally, communicate with others, and extend their learning experiences. In other words, students are empowered to take charge of their own learning.
b) assisting students with posing questions in their minds, predicting answers to thesequestions, and finding solutions to these questions while they read and listen.
c) transforming students from passive learners to active knowledge makers. In contrast to normal EFL reading and listening lessons, students are not only getting information. They are instead encouraged to actively engage with EFL reading and listening content to comprehend and develop a deeper meaning.
d) stimulate the imagination while reading or listening, which can assist students come up with fresh ideas and gain confidence.
e) encouraging students to collaborate, discuss ideas, draw conclusions, make predictions, comprehend major concepts, comprehend messages, discover conflicts, and apply prior knowledge to new situations.
f) assisting students in improving their vocabulary in an engaging manner.
g) create an active learning setting in which students may produce, predict, research, and answer questions about what they are reading or listening.
h) providing students with organized methods that entail listening, repeating, summarizing,and fostering student-to-student interaction to make sense of the material.
i) helping students develop the ability to ask challenging questions, critically analyze theirlearning, and reflect on what they have learnt.
j) encouraging students to develop successful/meaningful connections between their prior

knowledge and the new material offered in the reading and listening texts. Such linkages make it easier for pupils to absorb and gain meaning from reading and listening content. Students are assisted in becoming competent readers and listeners who grasp what they read and listen to by drawing on existing knowledge and experience.

### 5.4. Suggestions for further research:

The study offers the following suggestions for further study:

a) Using some neurolinguistics programming pillars-based activities to develop the student's writing skills.
b) Investigating the effectiveness of some neurolinguistics programming pillars-based activities in developing college student's reading skills.
c) Improving the student's speaking skills using some neurolinguistics programming pillars-based activities.
d) Investigating the effectiveness of some neurolinguistics programming pillars-based activities in developing listening skills for secondary stage students.
e) Using some neurolinguistics programming pillars-based activities to develop reading skills for primary school pupils.

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