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Master Linguistics

**The Use of NLP Techniques in English Language Teaching Classes**  
The Case of LMD 2 students in the Spanish Department  
University OF Mostaganem

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## **Didication**

This work is dedicated to:

-My family, brothers and sisters

-To my late parents

For their endless love and support

-To my late brother Mohamed , and

To my late sister Houria Allah yerhamhoum

-To my friends

For their encouragements in moments of difficulties and stress

-To my colleagues at Spanish Department.

## **Abstract**

This research focuses on the use of Neuro-Linguistic Programming in teaching English as a foreign language in order to identify gaps and problems related to the classical system of education, and to try to solve learners' different problems such as lack of motivation, comprehension and negative attitudes usually held towards studying English as a foreign language (EFL). The integration of Neuro-Linguistic Programming in teaching EFL is very promising because its efficacy has been proved by the improvement that many countries have made thanks to its application. The information about teachers' readiness was collected through a questionnaire administered to 10 EFL teachers from the English department, Mostaganem university. The results of the research showed that greater number of EFL teachers hold relative knowledge about Neuro-Linguistic Programming, the majority of them showed positive attitudes and willingness to use NLP in teaching EFL. Their attitudes varied according to their knowledge. Therefore, teachers with more knowledge about NLP were more interested and motivated about its use in EFL context. This research aims to highlight definitions, strategies and techniques of NLP. It seeks to show how the application of these strategies and techniques can help to improve the actual state of English teaching in Algeria. More specifically, the study aims at showing how NLP can help both teachers and learners to achieve their goals. It is also an attempt to assess teacher' readiness to the application of NLP in terms of knowledge and attitude.

**Keywords:** Neuro-Linguistic Programming Techniques. English Language Teaching.

## **List of Abbreviations and Acronyms**

**NLP:** Neuro-Linguistic Programming.

**EFL :** English as a foreign language .

**ELT :** English language Teaching.

**VAKOG :** Visual,Auditory,Kinesthetic, Olfactory,Gustatory.

**UK :** United Kingdom.

**US :** United States.

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## **General Conclusion**

The research work provided teachers of English as a foreign language with a group of Neuro-linguistic Programming Techniques. Usually, teachers of EFL confront difficulties in relation to the teaching processes. Lack of motivation, effectiveness and comprehension are among the main problems in addition to communication, weakness between learners and teachers. NLP techniques represent powerful tools which help to improve the EFL teaching situation.

This research had as an attempt to provide Algerian EFL teachers with a well organized knowledge about NLP. As a matter of fact, NLP is a tool that makes learning a psychological process. By using NLP techniques and realizing their role in bringing change in learning and teaching context teachers can make progress in achieving their ultimate capacities, by producing change based on NLP techniques, teachers can bring about practical results for learners and attract them more to an effective way of learning.

Moreover, by providing training courses in practice, teachers will master NLP techniques and be able to co-coach one another. This will help to create multiple effects which is beneficial for Universities since, co-coaching does not need equipments or tools to be operational, but simply training sessions for teachers. The only factor that would be needed is time. Co-coaching may be difficult to achieve but doing so will enhance quality of teaching and learning through using NLP techniques. This will also help to cover a larger area of application and reach effectiveness in education.

The lack of motivation, negative attitudes towards learning and the non-existent rapport between teachers and students represents some of the main problems faced by teachers in class, various NLP techniques help the teachers to overcome all the learner's related problems and give them flexibility to deal with different kinds of difficulties and also different types of learners.

Integrating NLP in teaching English as a foreign language can represent a big step towards total enhancement and effectiveness of the educational system.

The state of NLP use and application in teaching EFL would be a matter of time and efforts. This will lead to a better position on the scale of best refined teaching-learning methods, and that with the contribution of both teachers and learners. The process of integration will need equipments or technological devices, but needs a well formed

knowledge and NLP masters who could be simple teachers. A succession of training sessions and we may feel the change.

To sum up, NLP represents one of the major factors of many countries' development. Because the educational field is one of the most important basic takeoff grounds of next generations, we should build a sophisticated ground today before tomorrow in order to ensure a better future using NLP in teaching-learning processes.

### **1-Conclusion of the findings:**

In fact, the results obtained from the two research instruments were related to the theoretical part that was established in the first chapter, the purpose was to implement some NLP techniques on the students' motivation and to overcome learners' related problems, also to measure the EFL teachers' willingness and attitude toward the use of NLP techniques in teaching.

### **2- limitations of the study:**

The study faces a number of limitations related to the context, sampling and the choice of NLP Techniques. In the first place, the study was conducted within a single university; moreover the sample was limited to only 10 teachers of EFL from the English Department. On that account, due to the restricted sampling the results obtained cannot be generalized. However similar context and samples may benefit from the findings.

Another limitation is the number of NLP techniques covered in the research. respectively, not all NLP techniques were covered, but only four techniques were chosen of which enough information were accessible.

This research concentrates solely at illustrating the ways and techniques of NLP in teaching, and learning English, and its application in both English and Spanish Department at Abd Elhamid Ibn Badis, Mostaganem University.

Modelling learners under the shed of NLP is the case study which was done at the Spanish Department.

### **3-Using NLP as a pedagogical tool:**

NLP can be proposed to be an efficient tool to achieve the previously stated recommendations and suggestions. In fact, by investigating the various NLP techniques in this study, the effectiveness of the latter was highly proved in improving the teaching-learning process. The use of various techniques afford teachers to vary in their teaching techniques and strategies in order to identify and know learners' different needs

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## **Appendix**

# General Introduction

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## 1-Field of the research

Teaching English as a foreign language has witnessed tremendous changes over the past few decades. In fact, past reforms encompassing structure, curriculum and teacher training have to a large extent given modest reforms oriented towards the improvement of learning achievement and school effectiveness. Besides, students are usually not motivated enough in learning foreign languages, this lack of motivation may be a habit acquired during the pupil's first years of contact with the foreign languages, and that to be transferred through generations. From this perspective, such methods have to be used to hook students' interests to participate inside the classroom. Therefore, this study has been carried out to probe into the techniques which are used in order to teach English in an effective way.

## 2-Statement of the problem and motivation

Teachers at all levels face difficulties related to the teaching process in general and the teaching of English as a foreign language in particular. Problems related to motivation and comprehension, lack of effectiveness, diminution in communication between teachers and learners can represent some of the most challenging obstacles in teaching EFL, and many of these teachers seem to be unable to solve the problem related to teaching EFL. Many English learners suffer from the weakness dating all the way back to elementary and middle school or the beginning of the EFL learning process. The teaching of English as a foreign language in Algerian educational context witnesses a lack of communication competence in the classroom by teachers and students. In fact, communication plays a crucial role in any teaching-learning process. Additionally, the teacher-students interpersonal communication is vital in promoting learners' motivation

## 3-Research objectives

Different techniques and teaching styles have been suggested in the educational field in the attempt to solve the teaching problems, but few ones like the Neuro-Linguistic Programming techniques are showing an increasing efficiency. Teachers in the United States and United Kingdom use NLP with its different techniques to overcome all kinds of problems and to reach effectiveness and flexibility in the field. This research addresses the necessity to implement NLP to our educational system so as to enlighten teachers and students as well, and the more we model recent approaches that suit the generation the easier we produce citizens of good talents. One's goal is to create a new

## General Introduction

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generation able to understand complex concepts, and generate new ideas, new theories and also new knowledge, so our learners should think critically and evaluate what they read, express themselves clearly, both verbally and in written form.

### 4-Research questions:

This study focuses on the following research question:

-Are NLP techniques used in teaching English as a foreign language?

It lies some questions, they are as follow :

-Is NLP used in ELT classes?

- How can NLP improve language teaching?

-How familiar are the Algerian teachers of English as a foreign language with NLP ?

### 5-Hypotheses

The suggested answers to the research questions are as follow:

-we assume that NLP may be partially used in ELT classes

-The integration of NLP techniques may contribute to the effectiveness of language teaching.

-Teachers' awareness of the benefits of using NLP in the teaching process may contribute in the effectiveness of language learning.

### 6-Significance of the research

The focal point of interest is to look for ways and techniques in order to promote and improve the teaching of English via NLP. This study assumes that if the learners are exposed to the techniques of NLP more often in their class, the learning process will be much more interesting, these techniques will also help them to understand that learning a foreign language is not a mechanical and boring task, but also a different way of creating their own unique maps of reality, which would enable them to recognize their own and others' processes of decision making, communication, motivation and learning.

# Chapter one : A view on Neuro-Linguistic Programming

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## Introduction

The human brain is a learning machine that needs to be kept occupied, if it isn't, it can dwell on the negative and gets its owners into all kinds of trouble, as human beings, we can use all our ingenuities to direct our brains into help us achieving our goals. If we can create a compelling, irresistible future our brain will help us to align our behaviors in a way that will get us to our outcomes quickly and easily. NLP is the secret that guide humans towards a better future ?

In this chapter, a clarification of the roots of NLP followed by some definitions provided by some scholars. The second step provides a clear explanation of NLP principles and techniques. However, before moving any further two major concepts have to be well understood in order to pave the way to a better understanding of the main topic which is NLP.

### I.1 Understanding the brain

.Although the brain weighs only three pounds but it is estimated to have about 100 billion cells. These cells are called neurons. A neuron is basically an on /off switch just like the one you use to control the light in your home. It is either in a resting state (off) or it is shooting electrical impulse down a wire (on). Neurons are biological cells that specialize in the transmission and retention of information. As such, neurons are the basic building block of both our brain and our entire nervous system. Neurons form huge networks of communicating cells in the brain and also connect to neurons in the nerves and muscles of the body. they innervate all of the sensory systems and muscles systems and allow us to move, see, think, and remember. Understanding memory or any cognitive process requires a fundamental understanding of how neurons transmit information. For such reason a cognitive neuroscientist views the brain as a complex assortment of separate areas and regions, each of which has its own unique function. it is really like millions of little computers all working together.

The brain is divided in half, a right and left hemisphere. The left and right hemispheres do tend to have specific specializations, but they do overlap in function. The right hemisphere deals more with visual activities and plays a role in putting things together. The left hemisphere tends to be the more analytical part ; it analyzes information collected by the right. viewed this way, the brain is not really one organ but many dozens of distinct

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regions each with its own appearance, its own micro-anatomy, and its own function. (as cited in De Jager) describes whole brain learning as a state in which information is processed with both brain hemispheres. It is indicated that the left hemisphere of the brain is responsible for logical, analytical, linguistic functions, while the right hemisphere organizes intuitive, emotional, musical poetic, and artistic function. Each hemisphere is further divided into lobes. While any complex skill depends on the co-ordinated action of neural networks across lobes, each lobe can be approximately associated with particular functions.

In the back of the brain, tucked underneath the cortex, is the cerebellum. It has more neurons than any other part of the brain, and it supports motor and mental dexterity. It influences our ability to balance and move, as well as different kinds of learning and memory. Its ability to sort and process information from the cortex is as important as it is impressive.

The brain stem is located in the middle of the base of the brain. It is the structure that connects the brain to the spinal cord. Functions of the brain stem include automatic functions, like breathing, the beating of the heart, and blood pressure. The functions of the brain stem are absolutely necessary to sustain life.

A lot of information comes in through the spinal cord at the base of the brain. If you cut that spinal cord, you won't be able to move or feel anything in your body. As we receive information from our senses, our brain codes them in the same manner. For instance, when we receive information visually, our brain codes this information as a picture. The brain codes information received auditorily as sounds and words. Concerning information taken in through our feelings, the brain codes as a feeling or emotion. When you recall information, the brain accesses and expresses the memory in the same manner it stored the information.

The brain is a complex machine which stores and retrieves information, it is in fact just a Microsoft Word file. For instance, to retrieve information we must likewise begin by retrieving it from that same place that it stored the experience. In other words, if we store a memory visually, we will recall and describe that memory using visual language. Thus, we preserve the format of visual. In fact, the NLP model, the five senses do far more than just funnel in information. Each system receives information and then activates memories to produce behavior. That is to say, when you recall information, the brain accesses and expresses the memory in the same manner it stored information. However, by changing the coding of an

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experience, we can change our feelings and our internal states. In other words, when internal state changes so does the behavior too. This brain is like « software » which enables the individual to make decisions and to respond quickly. A well understanding of these coding procedures contributes to a great deal in bringing about change by simply changing the coding.

## I.2 Represented system

Winfield (2011) refers to representational system as an access to our perception and all that we know of the world we know it through our senses. He also states that we have five main sensory modalities, or representation systems and, that our inner subjective experience is structured in terms of these senses. When we think, or process information internally, we “re-present” the information in terms of the sensory systems that are our only contact with the “outside world”

Dilts (1983) gives a clear explanation concerning the presentational system, he claims that,

*“The Representational System concepts begins with the fact that we, human beings, Do not operate directly on the environment in which we exist, but rather through Sensory transforms of that environment that can be grouped into six major classes: Vision (sight), audition (hearing), kinesthetic (tactile body sensations), proprioception (internal visceral and emotional states), gestation (taste), and olfaction (smell). All the distinctions that human beings are able to make about their environment behavior must be represented in terms of these senses” (p5)*

As for the Representational systems, in NLP humans experience the world through their five senses which can be simply identified as VAKOG and explained as follow ; » Visual means to look and see ; Auditory, that we hear and listen ; kinesthetic, that we feel, which include touch, movement and emotion ; Olfactory, that we rely on our sense of smell ; and Gustatory ; that we rely on our sense of the taste ». (Revell and Norman). In this sense, people make their representations in a way somehow unique to them and their personal history. In NLP, one processes and stores information differently (Revell and Norman 1997 ; Rinvolucris 1997 ; Robbins 2001) Some people prefer representation in the visual channel, whereas some tend to have representation of auditory nature and this is called representational system. In this case, each individual while processing information,

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may run through the range of systems, but will begin with one in particular. This is his/her preferred one which is known as preferred primary representational system, and it is this which becomes predominant when we are under stress (Rinvolucris 20). NLP aims to create powerful and positive internal representations in order to turn all the surroundings to our benefits. In the early days of NLP, Bandler and Grinder observed that people move their eyes in systematic directions depending on which representational system they are accessing. The eye moments and positions do not create the internal neurological information processing and this is because the brain and nervous system work interactively as a holistic system. The question which raises itself, what does NLP mean? what secret is hidden behind?

## I.3 Definitions of Neuro-Linguistic Programming

According to Revell & Norman (1997), NLP “refers to a training philosophy and a set of training techniques” they explicitly explain that:

*“The neuro part of NLP is concerned with how we experience the world through our five senses and represent it in our minds through our neurological processes. The linguistic part of NLP is concerned with the way the language we use changes, as well as reflects our experience of the world. It is important to note here that we use language -in thought as well as in speech - to represent the world. The programming part of NLP is concerned with training ourselves to think, speak, and act in new and positive ways in order to release our potential and reach those heights of achievements which we previously only dreamt of”*

In other words, NLP is a name that encompasses three influential components involved in the human experience. The neuro part of NLP is concerned with how we experience the world through our five senses and represent it in our mind. The linguistic part of NLP is concerned with language used (in thought as well as in speech) to represent the world to ourselves and to embody our beliefs about the world and about language. If we change that way we speak and think about things we change also our behavior. The programming part of NLP is concerned with training ourselves to think: speak and act in a new and positive way.

## Chapter one : A view on Neuro-Linguistic Programming

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It asserts that a person is a whole mind- body system,with consistent,patterned connections between neurological processes (neuro),language (linguistic) and learned behavioral strategies (programming) (Dilts). Neuro stands for the fundamental tenet that all behavior is the result of neurological processes.Linguistic indicates that neural processes are represented,ordered,and sequenced into models and strategies through language and communication systems.Programming refers to the process of organizing the components of a system to achieve a specific outcome (Dilts)

It is confirmed that human brain works consciously and unconsciously.Through our senses we receive the outside information consciously.But certainly,this doesn't mean that the unconscious mind has no function;rather it can receive more information than the conscious part.In this respect,NLP is predicated on the notion that consciousness is unconsciousness component

The key notion of NLP is based on that neurological processes have a determining role for our conduct,and that there is both conscious and unconscious storage of experiences through our senses.It focuses on manipulation with mental processes via language.That is to say that NLP is about how the brain can be activated in a productive way to consistently achieve the results that an individual wants;It describes the fundamental dynamics between mind (neuro) and language (linguistic) and how their interplay affects our body and behavior (programming) (Richards &Rodgers)

NLP gives a person the chance of constructing his/her own unique version in order to be an excellent member of a society by offering basic fundamental patterns of excellence.Alot of experiences which are gained through personal changes shape our personal goals and values.

In another similar view to NLP ,O'connor and Seymour (2002) introduced NLP as a model in which every individual builds his or her own unique experience of life,thoughts,and communication.It is defined as a collection of techniques,patterns,and strategies for assisting effective communication,personal growth,change,and learning (blackerby)

To sum up,NLP is an attitude to life.It is also a collection of techniques,patterns and strategies for change,assisting effective communication,personal growth and learning.It is based on a series of underlying assumptions about how the mind works and how people act and interact.

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## I.4 Presuppositions

NLP is also defined sometimes with reference to a number of working principles called "presuppositions" (Tosey). This notion has been started with Richard Bandler and John Grinder when they were formulating NLP, they put forward a diverse range of disciplines, including systems theory, general semantics, cybernetics, transformational grammar and logical positivism. They also embraced many of the underlying concepts of these various approaches, which they synthesized into what came to be known as the "presuppositions" of NLP.

These presuppositions can be summarized in one phrase: "people work perfectly". The latter is a process where our specific thoughts, actions, and feelings consistently produce specific results. Thus, NLP begins with principles of how the brain works. "NLP is based on a series of underlying assumptions about how the brain works, and how the people act and interact." (Revell & Norman 125). Understanding this process becomes a simple matter for us to change our inner thoughts and feelings to more useful ones or if we find better ones to teach them to others.

Generally speaking NLP presuppositions are a practical, vibrant set of "principles to live by" that can, in themselves, provide a platform for significant personal and professional growth. Beyond that, they are the theoretical framework underpinning many NLP patterns, models, change techniques and perspectives that may guide people to identify their goals and attain high standards of interpersonal and intrapersonal effectiveness" (Childers Jr). Similar to a computer, which has some kind of operating system by which it runs. In similar way, NLP also has an operating system by which it runs—these NLP presuppositions enable the system of processes, technologies, insights and skills to function. The most influential out of several presuppositions that have been developed by the founders of NLP are the following:

### I.4.1 There is no failure, only feedback

When things don't go the way we want them to go, it doesn't mean that we are failing, the most useful way to respond is to ask ourselves what did we learn from that, and how can we do it differently next time so that it won't happen again.

Considering mistakes as a source of learning doesn't always come easily and often needs some practice. Learners need constructive feedback to know what they could do

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differently, this feedback needs to be at the level of behavior rather than identity. Teachers should see mistakes as useful feedback for the teaching (Revell & Norman, 1997:47)

## **I.4.2 The map becomes the territory**

This presupposition is all about the power of belief and self-fulfilling. If someone believes something to be true s/he makes it true. This can be applied on both positive enabling beliefs, and negative beliefs that are limiting.

Learners should give themselves positive messages rather than negative ones. Teachers should acknowledge what students are doing right instead of criticising what they are doing wrong, building self-esteem in both teacher and students' lives will improve learning (Revell & Norman, 1997:51)

## **I.4.3 People respond according to their 'maps'**

Humans respond according to the map of the world they hold in their head. This map is based upon their beliefs, values, attitudes, memories, and cultural background. Therefore, we respond to the world, not as the world exists but according to our "map" of it. In this way our internal representational "maps" interact with our physiology to produce our states. Then our states drive our behavior. However, a little understanding and tolerance could help enrich our lives. For instance, before we can expect someone to change their thinking, emoting, responding, etc, their internal "map" must change. To assist someone in changing that, we must develop enough flexibility in communicating that we can assist in shifting their internal "map".

## **I.4.4 The map is not the territory**

This presupposition confirms that the experience we have of the world is not the world itself. What we believe influences what we do and what happens to us. "map" describes what exists in our bodies (neurological reception of those energy manifestations) and what exists in our heads ('mental ')

Conceptual understanding about the territory). Here, the "map" is our mind, our own perception, and the territory is reality. In other words, with the internal map we create of the external world, our mental maps of the world are not the world, and, what is outside can never be the same as what is inside our brain, i.e., what goes inside our head concerning an event does not comprise the event; it only comprises our perception of that event. Dilts (1998)

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explains this presupposition”as referring to the impossibility of knowing the reality,as individuals have,their own neuro-linguistic map of reality,which determines how they behave,perceiving behaviors of the people around “

### **I.4.5 All behavior has a positive intention**

What we do we do for a purpose.This presupposition is crucial in changing someone’s behavior.We need to know what the positive intention behind the behavior is and help the person to find another way of satisfying it

### **I.4.6 The meaning of communication is the response it elicits:**

Communication refers to the exchange of information,it operates as dialogue in a system of feedback responses from sender and receiver.The meaning of communication is not what you say,or even so much how you say it,it is the response you get it.That is to say that meaning of communication is the response we get.This response of the person with whom we communicate reflects the effectiveness or ineffectiveness of our communication.

### **I.4.7 The mind and body are the same system**

Mind and body are parts of the same system and in turn,are affected by each other,how you feel impacts how you think;and,how you think impacts how you feel .The mind and body working as an integrated whole,because at the level of the neurotransmitter there is no separation between the mind and the body.When we inject thoughts,either pleasant or unpleasant,into the mind,the body becomes affected.

Modern medical research today about the mind-body connection relates that we have roughly one hundred billion individual nerve cells within our bodies.most of these nerve cells occur in the brain.Each of our one hundred billion neurons connects to at least one thousand others.Therefore,we can trace many physical illnesses to emotional stress;ulcers,ulcerated colitis,migraine, headaches,arthritis,asthma,allergies and even cancer .

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## I.5 The pillars of NLP

Knowing the pillars of NLP allows us to acknowledge the most important aspects to develop within ourselves. They are as follow :

### I.5.1 Outcomes

What do you want? In NLP means something very similar to goals and objectives. Knowing what you want is an essential part of getting it. NLP is an achievement oriented technology which is based on the belief that knowing precisely what we want helps us to get it.

Focusing on what you want helps to orientate all your resources towards achieving it. NLP offers a comprehensive process for refining outcomes to make them "well-formed", describing them in detail and imagining what it is like to have them already (Bavister and Vickers 13)

A helpful way to start thinking about outcomes is to think in terms of the present state, the desired state and action as a motivator to link the two, our present state is where we are now, our current situation. Our desired state is where we want to be. If these two states are the same, then we have what we want and we don't need to change anything. Usually the two states are different and we want to take action in order to transform our present state into the desired one. The situation is to stop focusing on the present problem and what is wrong. And start concentrating on the desired situation and what would be right (Revell & Norman, 1997)

The teacher has to set classroom outcomes for him/herself and for their students, s/he may share his/her outcomes with the students because knowing where they are going helps them to learn. The teacher has to help learners to set their own outcomes and try to break down big outcomes into smaller ones to make them more achievable (Revell & Norman, 1999)

### I.5.2 Rapport

Is the cornerstone of a successful with other people. How you build a relationship with others and with yourself is probably the most important gift that NLP gives most reader. It is an art where minimising similarities and differences between people in a non conscious level. NLP considers rapport to be a skill than can be enhanced and developed and we will be looking at many ways of doing so, such as adapting our communication to suit the people or altering our body language to match theirs (Bavister and Vickers, 14)

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During their studies of highly effective therapists and excellent communication, Bandler and Grinder consistently noticed these people extraordinary abilities to build rapport and therefore to be able to influence the people that were working within. From this they modelled a series of strategies and approaches for building rapport and developing what they termed "sensory acuity)

### **I.5.3 Sensory awareness**

It is the careful observation of the communicators without making any quick assumptions or judgments, so that we can act appropriately. In other words, it is the capacity to observe or detect fine details, and relate to using your senses to be aware of what is going on around you. Observing other people's posture, gestures, breathing, voicetone, volume, rhythm, pitch, skintone, color, facial expression and eye movements contribute to a great deal in detecting the hidden messages. However people vary enormously in what and how much they notice by looking, listening and feeling. While they are actualizing this process, they observe another person carefully and they do not make quick assumptions or judgments in order to respond appropriately and within maximum rapport. Thus, the clearer and more detailed our internal representations are, the easier it is for our mind to bring our attention to those things that will lead us towards our successful outcomes.

In NLP noticing patterns of behavior is called Calibration, which was defined by Joseph O'Connor and Ian Mc Dermott as "correlating the signs you can see and hear with the other person's state. It is the process of using sensory acuity to pay precise attention to changes in another person's state by detecting patterns in the nuances of their behavior, the way they breath, their voice tone or volume, skin color, micro muscle movement, posture and gestures" (Revell and Norman, 108; Bavister and Vickers, 105)

### **I.5.4 Behavioral Flexibility**

This means how to do something different when what you are currently doing is not working. Being flexible is a key to practicing NLP is seeking for. Having the range of skills and techniques to do something and the many possibilities to change them until obtained the attended outcome. This requires one to be flexible in order to successfully adapt the suitable skill in the appropriate moment. When you start by knowing what your outcome is and use your sensory acuity to observe what is happening around you. The feedback you get allows you to make adjustments in your behavior if necessary. If the actions you are taking are not

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leading you in the direction you want to go, it is obvious that you should try something different.

## **I.6 NLP techniques**

Teachers may use a number of techniques and strategies while doing their job. They make their choices using what the NLP offers as content with the techniques they feel to be the most effective and appropriate in their teaching. In fact, there are many different NLP techniques that can be used for many different purposes. Each NLP technique can be used by itself or in combination with other techniques to create fresh and effective methods of « getting inside the mind »

### **I.6.1 Visualisation**

In NLP the emphasis is often on the visualisation of positive future goals as if they have already been achieved (including detailed information about what will be seen, heard (internally in terms of self talk and externally in relation to the sounds around) and bodily sensation.

Visualisation represents a great aid to the teaching and learning within the classroom. Learners will be much calmer, focused and receptive to learning at the start of whole class sessions and a quick wave of the magic wand is a great visual aid to remind the learners of what is expected of them (Hickmott & Bendefy, 2006)

### **I.6.2 Eye Accessing cues**

Accessing cues are cues which help us to identify the representational system people are using in a given situation and they also help to identify people's preferred representational system. Accessing cues consist, for example, of postures, gestures, breathing, voice tone, and tempo. Bandler and Grinder (1979) realised that the direction of eye movements help to identify which representational systems people are using. They also found out that children do have accessing cues at a very young age. People look up when they are using visual system; move their eyes to either side when they are using auditory system; and they usually look down to the right when they are using kinaesthetic system. Internal dialogue is usually located down to left (Bandler 2008 : 65-67, Ready & Burton 2004 : 94)

Dilts (1983) states that accessing cues reveal what part of the brain people are using when they are processing certain information, so the teacher may observe students' eye movements in

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order to gather informations about which representational system of students prefer in given situations.

## **I.6.3 Anchoring**

Anchoring is a process of installing triggers to create good feelings or new useful behavior(Bandler&Grinder 1979:87;Bandler &Fitzpatrick 2009:68) the triggers are then applied to re-create that feeling or behavior(Bandler & Fitzpatrick 2009:68).Anchors can be installed verbally,spatially,or by mime or touch.

Revell& Norman (1997) define Anchoring as a way of transforming something conscious and deliberate into something that happens naturally.Anchoring is a way of making a deliberate connection between a state of mind and an anchor which can be an action,a sound or picture.As a result,we can recall a state of mind simply by triggering the anchor which makes our resources available to us when we need them.so,an anchor is any stimulus that changes our state.It is a useful NLP technique for inducing a certain frame of mind or emotion,such as happiness or relaxation.Forexample,many people report that when they hear a piece of music,they can recall where they were,who they were with and how they felt at the time when they first listened to it.Some researchers defined it as follow”Anchoring in NLP refers to a process of associating an internal response with some environment or mental trigger,so that the response may be quickly and sometimes covertly reassessed”(Dilts&Delozier 29). In this case,anchoring is a concept which is similar to behavioral conditioning which was developed by Pavlov.The difference between this stimulus response concept and the NLP approach is that the latter takes into account the fact that human beings have a range of mental processes that are more complex(Bavister and Vickers 92)

According to O’connor& Seymour,1990 anchors are usually external.First,an auditory anchor can be an alarm clock ringing to show it is time to get up, a school bell giving the signal of the end of playtime.Second,a visual anchor such as a red traffic light which means stop or a nod of the head which means yes.Third,an olfactory anchor such as the smell of a newly laid tar that might take someone back to a childhood scene where he first smelt it.

## **I.6.4 Reframing**

In NLP,the word frame is used to describe and define the boundaries or constraints or an events or experiences do not have any meaning;they have only the meaning we give to them,that meaning is determined to a large degree by the frame in which we perceive it when the frame changes,the meaning also changes,and also our response to it,the way we feel and how we act.

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Reframing is the changing of the meaning of the many things that should be framed, it is the act of looking and interpreting in a different way so as to come up to a diversity of views, conclusions and meanings. Bandler and Grinder (1982) defined reframing as "changing a frame in which a person perceives events in order to change meaning". In other words, NLP has a more formal reframing process to stop unwanted behavior by providing better alternatives, at the heart of reframing is the distinction between behavior and intention: what you do and what you are trying to achieve by doing it. The original definition of reframing as formulated by Bandler and Grinder is that reframing is "a specific way of contacting the portion or part-for lack of a better word- of the person that is causing a certain behavior to occur, or that is preventing a certain other behavior from occurring". A powerful way of setting frames is through questions because they include assumptions about an event. In other words, it can be defined as a combination of decisions that are used to reinterpret the experience of learning disability in a positive manner so as to overcome the disability (Gerber & Reiff, 1996). In other words, reframing involves seeing things from a different perspective.

## **I.6.5 Chunking**

Grinder was an expert in Transformational Generative Grammar, he adapted many of Chomsky's notions of language, he and his friend suggest that we are constantly filtering our experience, making deletions, distortions and generalizations. In NLP, we call the two directions Chunking up and Chunking down. The act of Chunking is the process of grouping items of information into larger and smaller units. Chunking helps us to organize our thinking and handle more information. Chunking is about moving up and down. The first one refers to moving to more general or abstract pieces of information, while the second one means moving to more specific or detailed information.

## **I.6.6 Meta model**

The Meta Model specifies how we can use language to clarify language. The Meta Model recovers information lost through our sensory filtering process. We receive a lot of information through our senses. The volume of this information is so huge that a mind can hardly process it. The sensory data reaching our mind is about 2 million bits of information per second whereas what our mind can handle is 134 bits of information per second. The process is just like channeling an ocean through a tap (O'Connor and Mc Dermott, 2001). The Meta Model helps filter this information so that we can make meaning out of it. It is a model for changing our maps of the world. It provides a number of problem solving strategies, our nervous system deletes and distorts whole portions of reality in order to make the world manageable. Our maps determine our behavioral options by creating rules and programs for how we do things. We delete information to avoid being overwhelmed. We don't see all the choices we have available. We attend to our priorities and overlook other things that might be valuable. We

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generalize information in order to summarize and synthesize to make things easier and clear, the steps can be illustrated as follow:

## **I.6.6.1 Distortion**

The process of describing reality so that what is said, seen or remembered is not the same as what happened.

## **I.6.6.2 Generation**

The process of describing things at a level where experiences are seen or being in common. When we do this we can ignore special situations or possible exceptions, often generations include words like: all, every, always and never.

## **I.6.6.3 Deletion**

The process of removing some of the detail and not giving the whole picture.

## **I.7 Modelling**

A model can be defined as “ a simplified description of a complex entity or process” the term comes from the latin root modus, which means a manner of doing or being; a method, form, custom, way, or style.” more specifically, the word “model” is derived from the latin modulus, which essentially means a “small” version of the original mode. A “model” of an object, for example, is typically a miniature version or representation of that object. A “working model” (such as of a machine) is something which can do on a small scale the work which the machine itself does, or expected to do (Dilts, 1998)

Modelling, the basic tenet of NLP is of observing and mapping the successful behaviors and strengths of other people. Modelling requires careful observation strategies so as to notice what the person being modeled does, and try to imagine what is like to be in their “skin” (Revell & Norman, 1999). In brief Modelling in NLP involves profiling behaviors, physiology, beliefs and values, internal states and strategies.

### **I.7.1 The root of Modelling**

:NLP has its roots in cognitive-behavioral approach to human psychology and draws on a range of methods (Peel, 2005). Those principles have in common some principles of Bandura’s Social Learning Theory which is called Observational Learning, indicating the importance in the learning process of observing other people’s behavior.

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To Bandura most human behavior is learned through examples, either initially or accidentally, we learn by observing other people and patterning our behavior after theirs. Bandura's observing observational-learning approach also deals with the treatments of the internal cognitive or through processes. That is to say that we can regulate our behavior by imagining those consequences, even though we have not experienced them ourselves because our cognitive processes mediate between the two. Through Modelling, by observing the behavior of a model and repeating the behavior ourselves, it is possible to acquire responses that we have never performed or displayed previously and to strengthen or weaken existing responses. Bandura and his associates (Bandura, 1977, 1986) investigated three factors found to influence modelling

## **I.8 The NLP communication Model**

Linda-Pelz and Hall (2007) explained that NLP is a communication model; it is about internal representation of experience and how people communicate with themselves as well as others. It focuses on people's subjective experience and constructed reality (Tosey, Mathison & Michell, 2005) and how it relates to external behavior, this Communication Model enables us to understand how we make sense of the world around us, how we communicate; learn, behave and change.

NLP is about noticing patterns through series of processes. The first step is to pay attention to the process of interaction with others, listen, watch, feel, and not get involved in the content. NLP was specifically created in order to allow us to do magic by creating new ways of understanding how verbal and non-verbal communication affect the human brain.

## **I.9 Body Language**

Since the body and mind are inseparable, there are also some other cues which enable us to realize how a person is thinking; such as breathing patterns, posture, eye movements and even changes in skin color.

## **Conclusion**

NLP represents one of the major factors of many countries' development. Since the educational field is the basic takeoff ground of next generations; we should build a sophisticated ground in order to ensure a better future using NLP in the teaching learning processes.

The process of integration will not need equipments or tools as if dealing with technology; but simply NLP sessions for training teachers. This may be difficult to achieve but doing so will help to cover a larger area of application.

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## Chapter two ,Methodology and Data Analysis

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### **II-1 Introduction**

This research aims at answering questions related to the way Algerian teachers can use Neuro- Linguistic Programming in education. It also attempts to assess teachers' readiness to use and apply NLP in their teaching process . The research tries to measure the teachers' knowledge about NLP, and how familiar are the Algerian EFL teachers with NLP ?

The study aims at investigating what kind of attitudes do the teachers of EFL hold about NLP ?

This work also attempts to answer the question about how can NLP improve language learning ?

### **II-2 Methodology**

In order to answer the research questions, a questionnaire represented the main instrument employed to data collection. The questionnaire was developed to gain as much information as possible on the EFL teachers' readiness toward the use of NLP in teaching at the English department of Mostaganem University. The questionnaire is also intended to collect data in relation to EFL teachers' knowledge about NLP , and how their attitudes toward the use of NLP in teaching English as a foreign language.

### **II-3 Research Design**

This research employs a qualitative approach. Because the approach is flexible in many ways it seemed the most appropriate in conducting the research. A questionnaire is used as the main instrument in order to collect data. It has provided the research with a considerable amount of data about the teachers' readiness, knowledge and attitude toward the use of NLP. The use of open-ended questions was included in the questionnaire in order to give participants the opportunity to respond in their own words, this evokes responses that are meaningful, rich and explanatory. The study included 10 teachers of EFL from the English department at Abd El Hamid Ibn Badis, Mostaganem University. This will help to collect data directly from the concerned population sample. The participants were asked about their attitudes and level of knowledge about NLP.

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### **II-4 Sample of the population**

This study had as a target population all the teachers of English as a foreign language from the English department at Abd El Hamid IbnBadis,MostaganemUniversity.But because of the lack of time,this obliged me to choose only the teachers who were accessible.The sample population selected for the study is limited to 10 teachers of EFL from the English Department at the University ofMostaganemsince the population was homogeneous.The 10 EFL teachers responded non-probalistic samples since they were selected as the most accessible and convenient population members from which information could be obtained.

### **II-5 Instrument**

in to answer the research question,two main tools were employed :a questionnaire administered to 10 teachers at the Department of English,and a test done with students of LMD 2 at the Spanish Department of Mostaganem university

#### **II-5-1 A questionnaire**

In the first place, a questionnaire was constructed and then validated to be used as an instrument to collect responses from EFL teachers at the department of English.The questionnaire consists of 08 questions,these questions were developrd to assess teachers' readiness,knowledge and attitude toward the use of NLP in teaching EFL.

Once the questionnaire was constructed ,it was tested out first to check if it obtains the results required.Second,in order to avoid any ambiguity in relation to the way questions were presented.

The participants were not asked to fill in any personal information including names,ages,or professional degree.They completed the questionnaire anonymously in order to maintain confidentiality.

#### **II-5-1-1 Procedure**

The questionnaire was administrated to teachers of EFL from the English department after asking their collaboration.Data was collected manually and was analyzed and computed using Microsoft EXCEL.All the data were input into Microsoft EXCEL spreadsheets in order to be analyzed and also calculate the percentage of responses.But before doing

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so,worksheets were checked several times to minimize the possibility of making mistakes in the process of inputting data.

### **I-5-2 A Test**

In the second place, a test in the classroom was made to be used also as an instrument to collectin formations from my students ,observing their behavior ,attitudes, and the way of responding to questions being asked,at the Spanish department with LMD2 ,Mostaganem University.

At first step and before implementing the NLP techniques in my class,Irealized that is very important to identify the types of learners.Therefore,a test is carried out according to the VAKOG criteria in order to find out and apply useful and beneficial techniques and activities in NLP which would create a secure and an amusing atmosphere that could make the teaching and learning process meaningful and helpful

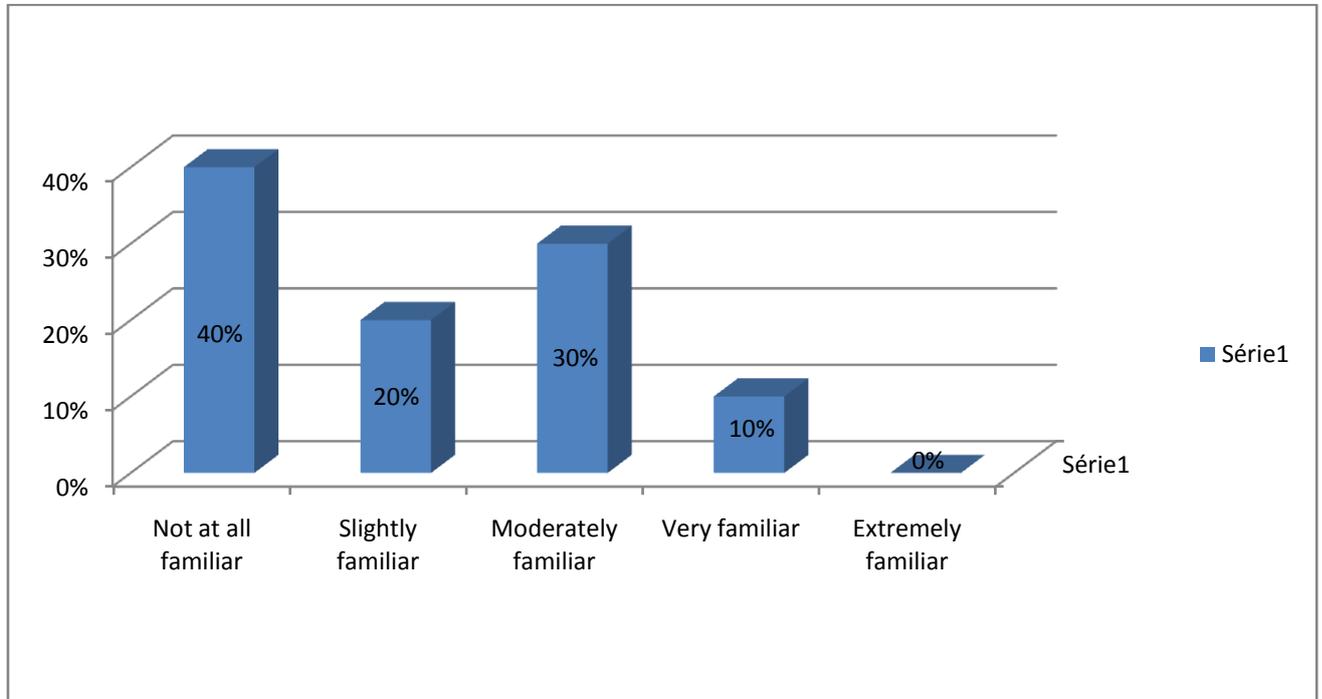
### **II-6 The results and data analysis**

The data analysis stage is very important since it transforms raw data collected into meaningful information.

#### **II-6-1A questionnaire**

The data in this study consists of a set of scores which were obtained from a questionnaire.Different questions were included in the questionnaire in order to collect informations about teachers of EFL readiness,knowledge and attitudes toward NLP and its use in teaching English as a foreignlanguage.After collecting the data ,Microsoft EXCEL was used in order to analyze data and also calculate the percentage of responses.Descriptivestatestics were used as the main method to analyze the collected data.

**Question 01:** How familiar are you with Neuro-Linguistic Programming?

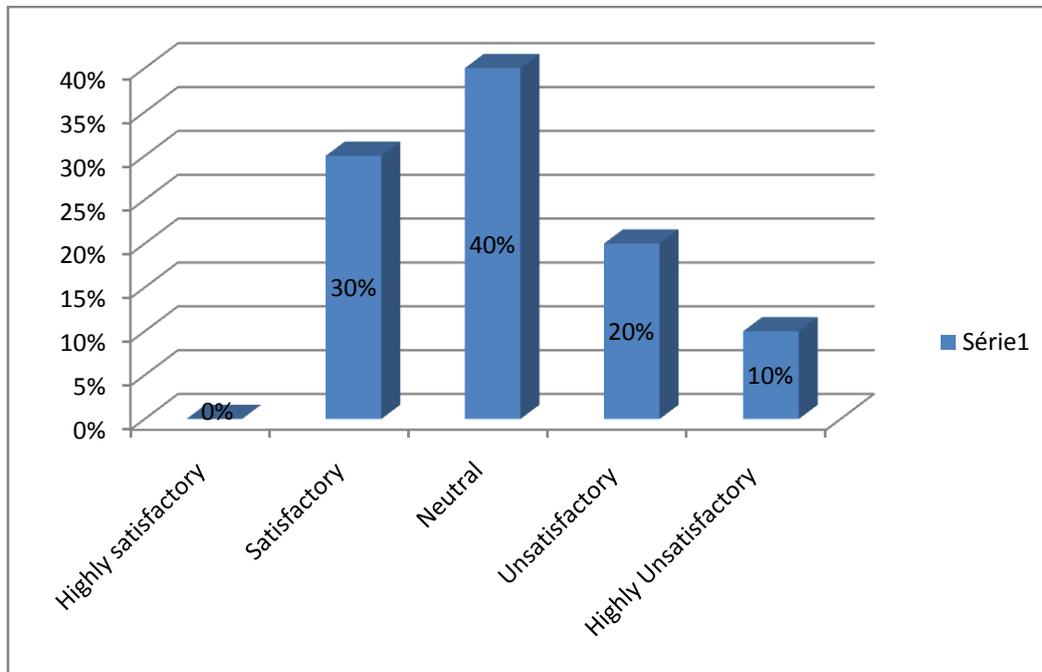


**Bar chart 1:** Teachers knowledge about NLP.

As shown above, teachers' responses varied between 'not at all familiar' and 'moderately familiar', 40% of teachers answered the first question being not at all familiar with NLP. Whereas, 30% of teachers showed that they are moderately familiar familiar with NLP.

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**Question 02:** How would you rate your overall knowledge about Neuro-Linguistic Programming?



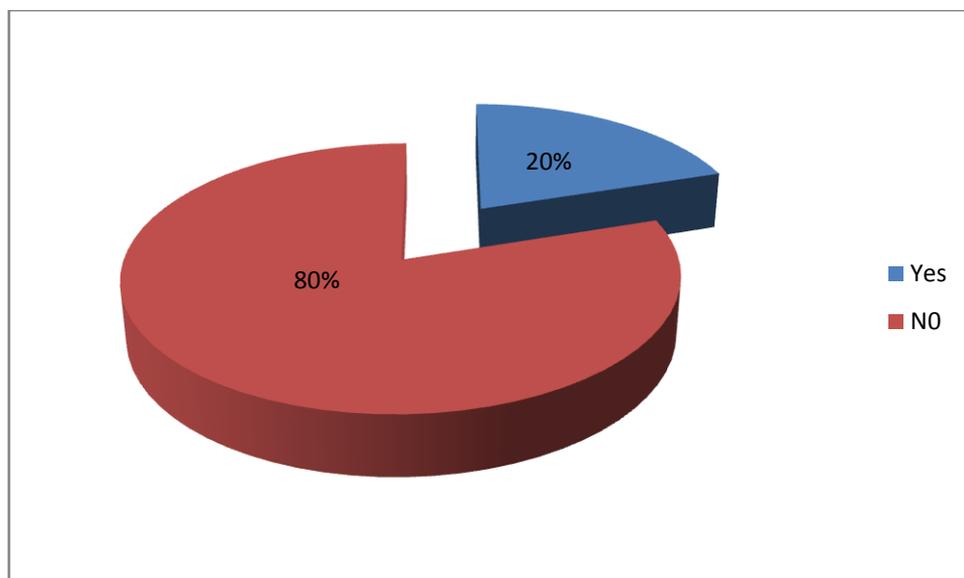
**Bar Chart 02:** Teachers' level of knowledge towards NLP

The result of the second question showed that 40% of teachers' answers are to be 'neutral' in relation to their level of knowledge about NLP. 30% of teachers provided 'satisfactory' and 20% of teachers answered 'unsatisfactory'.

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**Question 03:**Have you ever used Neuro-Linguistic Programming in teaching English as a foreign language?



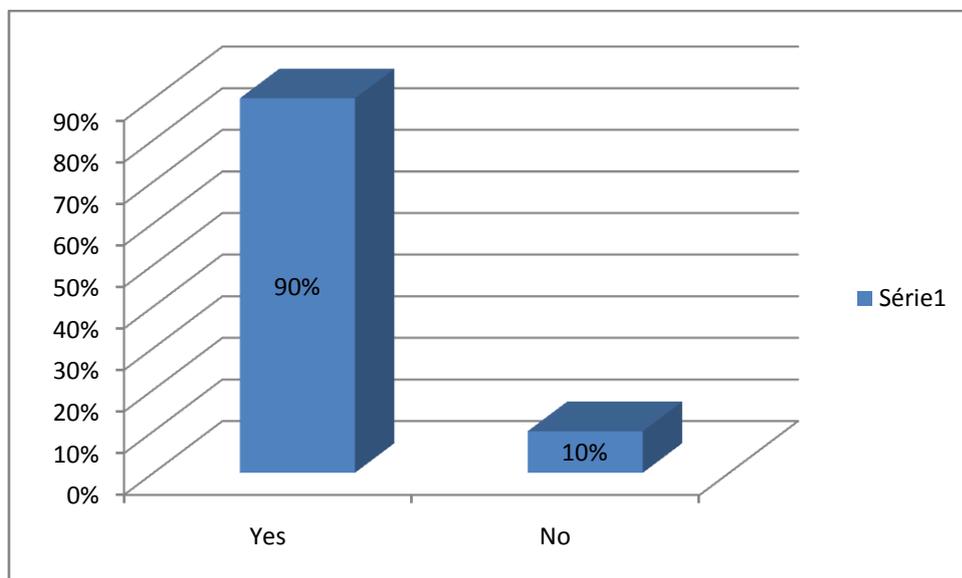
**Pie Chart 03:** Teachers' prior use of NLP in teaching EFL.

No 80%

Yes 20%

The result of the third question showed that the totally of teachers did not use NLP in teaching English as a foreign language before.

**Question 04:** Do you think it is the right time to implement Neuro-Linguistic Programming in teaching English as a foreign language?



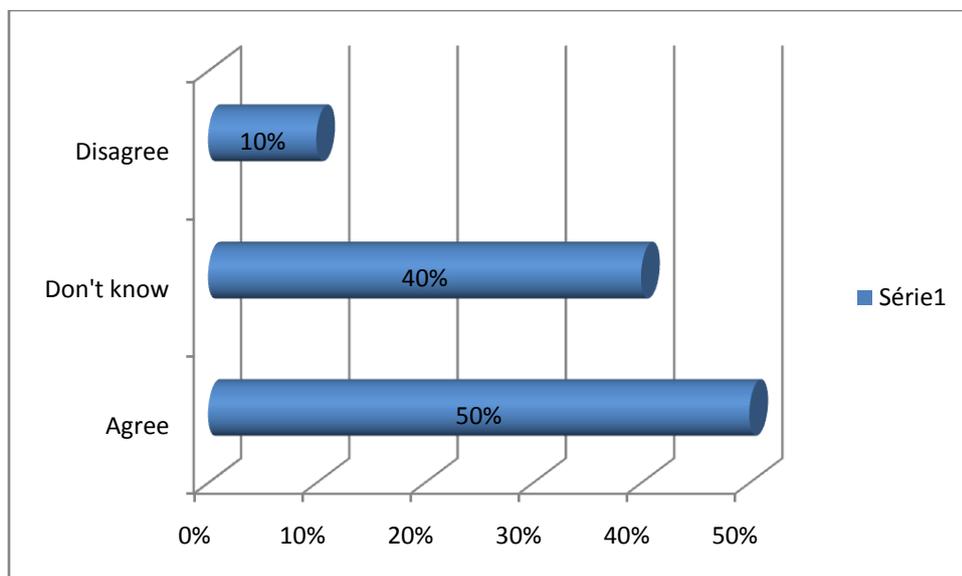
**Bar Chart 04:** Time for NLP implementation in teaching EFL.

As shown above, the teachers' responses about question four showed that 90% of them answered that it is the right time to implement NLP in teaching EFL, while 10% of them answered 'no' for now to be the right time for NLP implementation in teaching EFL.

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**Question 05:** To what extent do you agree with the use of Neuro-Linguistic Programming in teaching English as a foreign language?

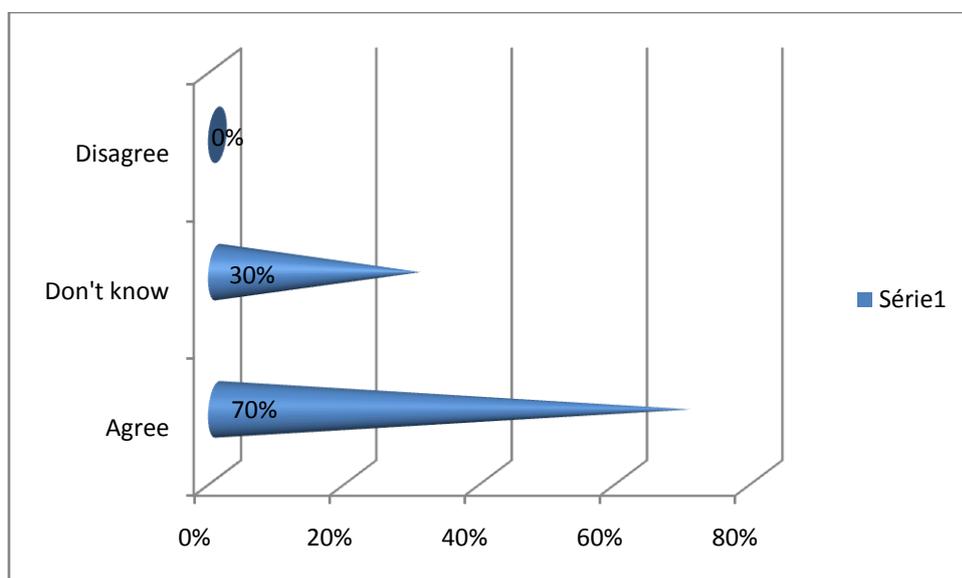


**Bar Chart 05:** Teachers' agreement on using NLP in teaching EFL.

As shown above, 50% of teachers agreed on the use of NLP in teaching EFL, and 10% Disagreed on NLP use. Whereas, 40% of teachers answered "don't know"

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**Question 06:** Do you think Neuro-Linguistic Programming techniques in teaching English as a foreign language can enhance communicative skills with teachers and students?

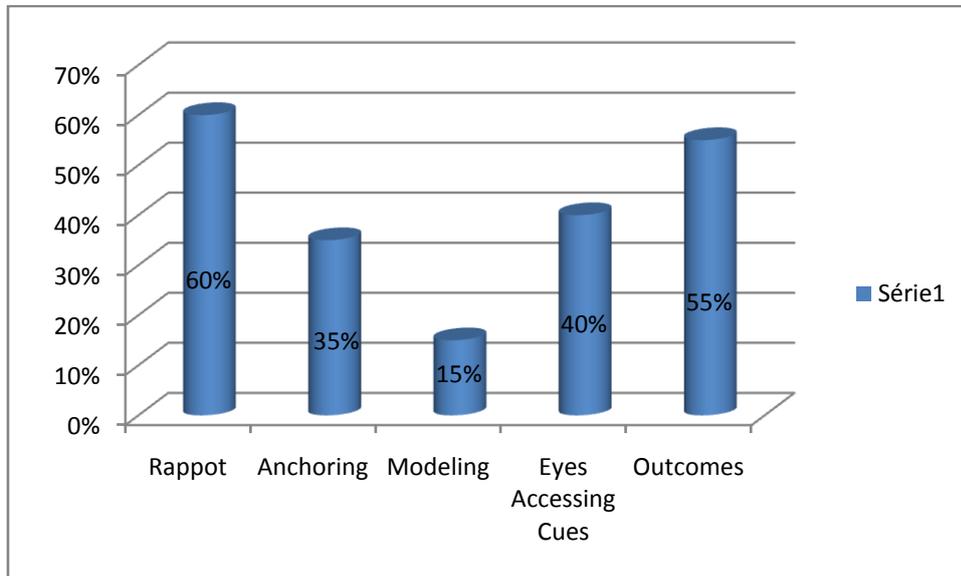


**Stacked Pyramid Chart 1:** Teachers' attitude towards the NLP enhancement of  
Communicative competence skills

The result showed that 70% of teachers agreed on the enhancement of communicative skills. 30% of teachers answered by 'don't know'.

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**Question 07 :** Which of the following techniques do you use in your teaching ?



**Bar Chart 07:** The different techniques used by teachers during their classes.

‘Rapport’ was used by 60% of the teachers.

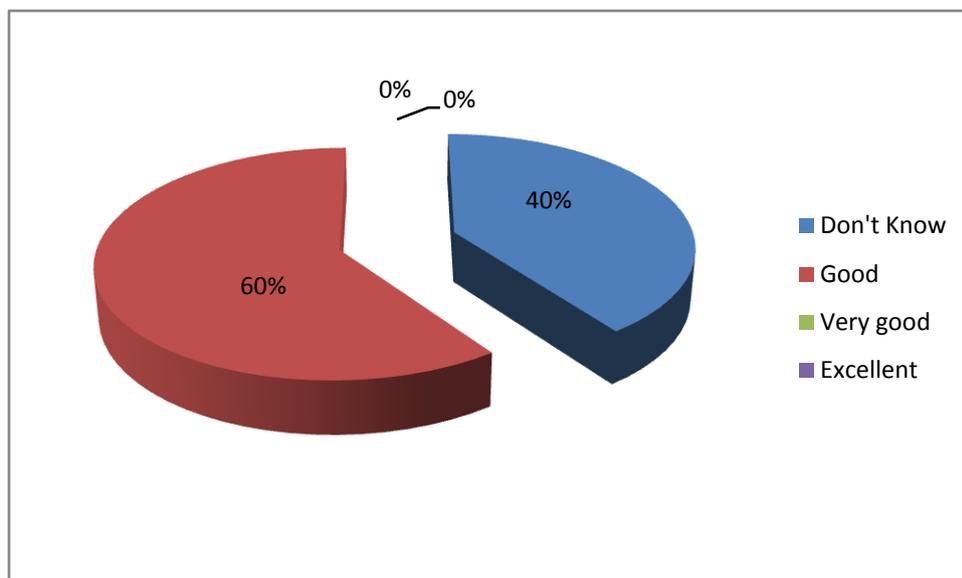
‘Outcomes’ was used by 55 % of the teachers.

‘Eye Accessing Cues’ was used by 40 % of the teachers.

‘Anchoring’ was used by 35 % of the teachers.

‘Modelling’ was used by 15% of the teachers.

**Question 08:** According to you, how good do you think the use of Neuro-Linguistic Programming is in teaching English as a foreign language?



**Pie- Chart 08:** Teachers' attitude towards the use of NLP in teaching EFL.

As shown above, 60% of the teachers answered 'Good' on using NLP in teaching English as a foreign language.

### II-6-2 A Test

Two main Techniques were employed ,a classroom observation in order to identify each learner's represented system,and modeling learners to pronounce words correctly

#### II-6-2-1The Represented System

The group involved in this study were my learners of LMD 02,Spanish department,English module.they were 44 students in one class.Questions would be asked according to the VAKOG criteria.

#### 6-2-1-1-Visual learners

According to the observation,24 students out of 44 have a strong preference for the visual sensory system,which means that they are able to learn and remember effectively through

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maps,charts,graphs,colours and shapes.They tend to take notes during the lessons,and go over them again later.

### **6-2-2-2-Auditory learners**

Eight students out of 44 are auditory learners who need listening and hearing things in order to learn.They also report things in their minds in order to learn better.

### **6-2-2-3- Visual Auditory learners**

Six students out of 44 have a strong reference for both visual and auditory sensory system,these students can learn through graphs, pictures ,handouts,coloursand shapes.They prefer seeing things written down.Besides,they tend to take notes.Accordingto the result,these learnersare also auditory types of learners who like to get information through their ears.They like to listen and hear things being said and listen to the recordings.

### **6-2-2-4-Kinesthetic learners**

Three students out of 44 are kinesthetic learners who can learn easily by participating,experiencing,moving in the learning process by himself/herself, and body language.Emotions are also important for this type of learners.He/She tends to take notes,but not necessarily to look at them again.

### **6-2-2-5-Visual Kinesthetic learners**

Two students out of 44 are visual kinesthetic type of learners.These students needs pictures, handouts in order to learn a subject matter.They likes getting informations through body andemotions.They like moving hands and feet.They also take notes in order to learn effectively and also because of being a kinesthetic learners,the movements of hands across the page help them absorb informations.

### **6-2-2-6-Auditory Kinesthetic learners**

One student out of 44 is Auditory-Kinesthetic who requires both hearing-listening the things which are said,also body language and emotions to get informationeffectively.For this

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type of learners, besides listening to a subject matter, touching things, moving hands are also essential.

<b>Represented System</b>	<b>Number of learners</b>
Visual	24
Auditory	08
Visual-Auditory	06
Kinesthetic	03
Visual-Kinesthetic	02
Auditory-Kinesthetic	01

**Table: learners represented system**

### **II-6-3 Class experience (Modelling)**

Modelling is the heart of NLP, and a theory of excellence.”Modelling involves discovering and then copying exactly everything that “excellent” people do. In this case it requires careful observation strategies so as to notice what the person being modeled does. Useful and beneficial NLP techniques and activities would be applied after finding out the kind of learners’ style. These activities create a secure and amusing atmosphere that could make the teaching and learning process meaningful and helpful.

Positive results have been wished. For more illustration, we may take for example the way of presenting the lesson of “how to produce sounds, consonants and vowels and their transcription) using NLP techniques where its objective that should be reached by the end of the lesson is to make learners able to recognize short and long vowels, consonants clusters and silent letters.

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Through the investigation,one could notice that 70% of the class is visual,while 25% of them are auditory and 5% are kinesthetic.So depending on the current data,the course is built up,the lecture was presented both in written form on the white board as well as using video to call the visuals attention.The latter serves as a useful means to the auditory learners.Besides,attracted their attention by asking them to repeat the pronunciation of words,making a distinction between short and long vowels.So, many skills ar(e involved(oral,visual, and written)

Not only that,also those kinesthetic were asked to hold their hands and put them on their vocal cords to feel the vibration of the voiced sounds so that they can understand the reason of this pronunciation.Eventually,grammar lecture is modeled according to learners' way of comprehension.

### **Conclusion**

The practical side has been explained in details to check teachers' use of NLP in their teaching process.The final results indicate that teachers are not aware of NLP.Although it seems that they hold some of their presuppositions.However,they are far from its real understanding and use.In spite of the teachers' unawareness of what secret is hidden behind using NLP in their teaching process,they do call for its implementation in the teaching learning process.

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## Chapter three : Comments ,Recommendations and Suggestions

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### III-1 Introduction

The role of NLP has been widely praised in various disciplines. Particularly, the field of education has to a great degree benefited from the outcomes of NLP principles and techniques. This chapter aims at answering the previously set research questions and to achieve the objectives that have been stated in the beginning of this research study. It also aims at discussing the results obtained through the data collected by means of a questionnaire and a test.

### III-2 Comments on the questionnaire

Concerning the results of the question about the assessment of teachers' knowledge, the first item's result revealed that 40% of EFL teachers have no knowledge about NLP. And only 10% of the teachers are very familiar with NLP. The results represent a positive feedback from NLP application view.

According to the second question results, 40% of the participants expressed their overall knowledge about NLP as being average in addition to 30% who claimed a satisfactory knowledge about NLP. This indicates the teachers' fair knowledge about NLP which needs to be highly satisfactory.

The third question results showed that most of the teachers never used NLP in their teaching before, in order to give reasons why NLP has never been used before, some respondents stated that they have no idea what NLP is about whereas; others declared that NLP has no relation to their lectures, and that's why it was never used before. We may say that this kind of feedback may be due to the lack of deep knowledge about NLP use in teaching EFL.

Concerning the results in relation to question four, which tried to determine whether it is the right time to implement NLP in teaching EFL? All of them stated that it is the right time to implement NLP in teaching, they hold positive attitude towards NLP, and their point of views differ from one another.

Question five and six were developed to assess teachers' attitude towards NLP and its use in teaching EFL. Results of the question five showed that 50% of the teachers hold positive attitude towards NLP since they agreed on the use of NLP in teaching EFL. The teachers who answered 'don't know' represented 40% of the whole.

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With regard to question six.70% of the teachers agreed that NLP techniques enhance their communicative skills with students and colleagues. More than 50% of the teachers stated that the use of NLP offers more advantages in teaching. The results reflect once again the teachers' positive attitude towards using NLP and its techniques in teaching English as a foreign language.

Question seven was developed to investigate which of the techniques are usually used by the teachers in their classes. A group of techniques were included which were belonged to NLP ,and provided teachers with multiple choices. The results showed that “Rapport” was used by 60% of the teachers. “Outcomes” was used by 55% of the teachers.

“Eye Accessing Cues” was used by 40% of the teachers. “Anchoring” was used by 35% of the teachers, and “Modelling” was used by 15% of the teachers. These results reveal a latent knowledge teachers hold about NLP .It is a real evidence that EFL teachers use these techniques without being aware of the direct relationship they have with NLP .This reality supports strongly the use of NLP techniques in teaching EFL.

The last question was developed to assess teachers' attitude towards a future application of NLP in teaching EFL. The results showed that 60% of the teachers described NLP as “Good” which reflects their positive attitude towards the use of NLP in teaching EFL.

### III-2-2 Summary

In this chapter, a questionnaire was used as the main instrument to collect data needed for the study. The purpose of the study was to assess teachers' readiness, knowledge and attitudes towards the use of NLP in teaching EFL. This research employed a qualitative approach and a descriptive statistics as the main method to analyze the collected data. The study of population included 10 teachers of English as a foreign language from the English department at Abd El Hamid Ibn Badis university. All data were input into Microsoft Excel spread sheets then, all work sheets were checked several times to minimize the possibility of making mistakes in the process of inputting data. Finally, Microsoft Excel analyzed data and calculated the percentage of responses.

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### III-3 Comments on the test

This test is done for a purpose because once the students have an awareness of their lead system,they will be able to select which kinds of words and expressions to use.Moreover,knowing learners preferred system helps in bringing them comprehending their lessons.

This test demonstrates that a great number of the learners process the visual representation system.Those who have the visual-auditory representational system are few as well as those with the auditory representational system.The lowest number of learners in those who possess the visual kinesthetic system,the kinesthetic system, and the auditory-kinesthetic system.

#### III-3-3 Summary

What can be gained through this test helps teachers to cope with various learning styles.Since the majority of learners are visual,all what can be seen is best learned,of course,the fact that there are other learners who should not be diminished,NLP seeks to find all the activities that match all learners styles.

*“The traditional classroom has focused primiraly on writing and listening,which mainly favours people whose preferred system is auditory and visual.Students who are strongly kinesthetic have tended to lose out academically,the learners will have different primiraly representational systems or learning styles,so the teacher needs to satisfy all his students and not only those who happen to share his own preference.Teachers can help their students become more flexible in the systems they use and enhance the ones they use less,this means teaching in multiple sensory ways using as many channels as possible stimulate the learners’ visually,auditory and kinesthetically” (Revell& Norman,1997:32)*

### III-4 Discussion of the findings

#### III-4-1 Questionnaire

This work tried to present Neuro-Linguistic Programming and its main components in order to enhance EFL teachers’ and students’ awareness.It’s also an attempt to provide the teachers with structural understanding of NLP and how it can be used to overcome learners’ related problems.

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The study assessed EFL teachers' readiness about NLP and showed that they hold positive attitudes towards the use of NLP in teaching .This reflects their readiness to use NLP in teaching EFL.

The study also measured EFL teachers' willingness and attitudes towards the use of NLP in teaching,in addition to the assessment of their knowledge.Teachers showed that they already have a prior moderate knowledge about NLP which in turn influenced positively their attitudes towards the use of NLP and its techniques in teaching English as a foreign language.

The teachers' level of NLP knowledge was moderately high,which indicate their positive attitudes towards NLP use in teaching English as a foreign language.

The findings of the study has also given supports to the use of NLP techniques in education.In this perspective,NLP is not only used and viewed in terms of therapy or medical context ,it is also used in terms of education,especially teaching English as a foreign language.

Because the teachers of EFL showed readiness and positive attitudes towards NLP,and the possible ways it can be used in teaching,we can say now that it is highly recommended to view NLP and its techniques from a different perspective i.e provide NLP with the attention it requires,we should start thinking about its real application in the field of education.

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### III-4-2 Test

Some important NLP techniques and activities have been implemented in the classroom to provide a fruitful teaching and learning process by creating a secure and relaxed atmosphere in the class. The work with those students has shown its effectiveness and usefulness in making learners more relaxed and motivated.

After implementing these activities in the classroom, big change has been occurred within the learners. At first step, a willing to learning which was well portrayed in the learners' participations which was not found before. Those who feared of doing mistakes (orally or in written form). Then each learner started monitoring their preferred systems in their learning process and they have become visibly more confident.

### III-5 Recommendations

NLP can be proposed to be an efficient tool to achieve the previously stated recommendations and suggestions. In fact, by investigating some NLP techniques in this study, the effectiveness of the latter was highly proven in improving the teaching learning process. For instance the use of NLP techniques such as the Primary Representational System and Eye Accessing Cues afford teachers to vary in their teaching techniques and strategies in order to identify and discover learners' different needs.

One of the main recommendation is that teachers need to establish rapport with the students and to motivate them. In this respect, teachers need to consider having more interaction with the students through addressing individually and showing more care.

Algerian teachers of English as a foreign language should be encouraged to strengthen their knowledge about NLP, since it has already proved efficacy in the educational field during the last recent years.

Teachers should be bucked up to reinforce their knowledge about NLP and the way it may be used and applied in teaching EFL.

Algerian EFL teachers should be motivated to attend training sessions of NLP in order to be more involved in the process of its application. In addition to be convinced about its effectiveness in teaching.

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Teachers should take NLP into consideration as another effective approach of teaching which has the main purpose communication and effectiveness in the teaching learning processes.

Teachers motivation about NLP and their willingness to deepen knowledge should not be neglected since they represent very positive factors which may fortify the NLP application process.

### III-6 Suggestions

It is arguably said that the success of any nation is related to the success of its educational system which is based on successful methods. Adequate techniques and strategies with fine understanding, then believing on the results reached in this study. It seems obvious to present some suggestions hoping that they might help both teachers and learners as well.

- Reprogramming what is inside the minds of every citizens is of primary interests.
- Create national institutes for teacher's training which aim is continually focusing on forming teachers
- Great support for the scientific research is imperative.
- Provide available material aids and secure atmosphere in class.
- Essential coordinations between teachers.
- NLP techniques may trigger learner's non-conscious mind and provide them to use it in appropriate way. The teaching methods and techniques using NLP is easy to comprehend and implement to suit the features of their teaching situation.
- An individual's capacity to learn is influenced by their neuro physiological state.
- Using language, the subject can be made interactive and colourful in order to evoke interest in the students.
- Learners can find the opportunity to use all kinds of skills in effective way.
- Give the students positive hints rather than negative ones.
- Build self-esteem in the learners which improve learning.

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### III-7 The implementation of NLP techniques in the field of education

In fact,NLP has achieved considerable popularity as an approach to communication :learning and personal development.However ,its successful execution and acceptance is still questionable in the educational field,i.e there is little precise data about its usage in the field of educatin,training and teaching,despite the attention that NLP devotes on the development of communication skills;limited numbers of studies have been conducted about the implication of NLP techniques and principles on classroom application

In fact, NLP is strongly related to education since its origins,as one of its founders Bandler (1985) stated that NLP explores"*the subjective experience of the processes by which people learn things*".Therefore,NLP is an "*an educational process basically,we are developing ways to teach people how to use their own brains*"(Bandler7)

In an attempt of answering the fourth research question that is related to teachers' implementation of the NLP techniques and the use of them while teaching.the analysis will be based on three levels of measurements namely:Foundational.Intermediate and Expert.

The appliace of NLP techniques is measured based on three levels which are cited above as determines by Oberholzer(2014).in the field of language teaching through measuring the extent to which teachers are using NLP techniques.Accordingly.the characteristics of each category level are next.to be described and the study results are to be measured against each category.

#### III-7-1 Categories of measurement:

A definition of each category is to be described to the description of each NLP techniques provided in chapter one:

**-Foundational:** is the basic of each technique that the teachers need to achnowledge

In order to be thoughtfull as sufficient in the use of the technique.

**-Intermediate:** it associates to the skills.ability and level of awareness of the teachers

In applying the principles of each NLP techniques.

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**-Expert:** is the highest level in achieving the uppermost proficiency in the use of NLP techniques.

It should be made clear that any teacher is to be classified as expert in any of the techniques.the former should fulfill the measurement of the previous categories.: foundation and intermediate.

In the same regard.these categories are to be discussed in relation to the measurement of the results obtained from both questionnaire and a test done in class.

NLP techniques	Categories of measurement		
	Foundational	Intermediate	Expert
PRS	-Teachers should acknowledge that they are aware of the different learning style of the students.	-Teachers need to be able to convey the manner of the learners' best style preference and how they do it.	-Teachers should mention and explain the different ways by which learners prefer to receive information. -Students' use of different predicates and choice of words.
Eye Accessing Cues	-Teachers should acknowledge their awareness of identifying the learning style through the eye movement.	-Teachers need to be able to illustrate their awareness through explicating some of the different eye movements.	-Teachers need to acknowledge their ability to identify the learning styles while communicating with them.
Rapport	-Teachers need to be able to identify the level of students' motivation.	-Teachers need to identify how students are motivated by. How they differ from each other.	High level of teacher- student ,student-teacher interaction -Improving and maintaining a high level of students motivation.

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			-Make students feel comfortable and willing to take part in the lecture.
Modelling	-Labels selected by the teachers	-Using models to demonstrate mislead learners to understand.	-Teachers should be successful in the process of presenting the new or difficult material in order to enable the students to accomplish a task. -However.Modelling sometimes leads learners from understanding their subject.

**Table:** NLP techniques categories of measurement.

The above table displays a description of the different categories of measurement of the four NLP techniques namely:PRS.Eye Accessing Cues.Rapport and Modelling based on the three levels of measurement:Foundational,Intermediate,and Expert.The levels entail the extent to which each of the teachers of NLP techniques,the conclusion is established on the results obtained from the questionnaire and mainly the test

### **III-7-2 Students motivation**

NLP has widely been determined for its efficacy in improving communication.Notably,in the field of education.NLP is providing its effectiveness in helping teachers to promote their level of interaction with the students and increase their motivation.

With regard to the test done in class.as previously illustrated, the students claim to have a high level of motivation,this motivation was analyzed in terms of level of engagement,participation and volunteering.

### **III-8 The effectiveness of NLP techniques in EFL classes**

Even though NLP was originally developed as a means of performing psychology,it has potential in English teaching as well.As far as we are concerned as teachers of the English language,we are engaged in the process of presenting the components of English,how to

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access to the effectiveness of this process.As declared by Helms (1989) that NLP techniques give a good chance to foster the learners' learning and communication skills,Helms (1989),asserts that"*teachers use a variety of instructional techniques,but again,not know how to comprehend what is thought*".He believes that English teachers must use "every possible tool" and NLP is one of the most useful tools which foster learning.

In this sense,Yero (2001) believes that NLP is going to find way to education,she claims that most of the NLP principles are effectively used for psychology,health and business,and on the contrary applications to education are very few ,she asserts that most teachers know little about NLP or have never heard of it.Consequently,teachers do not have any idea about NLP and its effective results on their jobs.Therefore there is less demand for NLP training on the part of the teacher.In fact,we have to recognize that many of these activities can be done without knowing NLP.However,understanding its basic concept will allow appreciating the reasons behind it.

Recently,NLP has been seen as one of resources to enhance effectiveness of language instruction.NLP claims to help achieve excellence of performance in language teaching and learning,improve classroom communication,optimize learner attitudes and motivation,raise self-esteem,facilitate personal growth in students,and even change their attitudes to life.

Therefore,teaching with NLP is a process of creating states which are conducive to learning,facilitating learners' exploration of their internal representations,which are the key role in improving learners' achievements.

NLP is claimed to present students of English an opportunity to reach their full intellectual potential in learning environment (Helm 2009).Helm examines the background information and numerous applications of NLP ,such as modalities of eye movements,the use of predicates,and posturing,which can be employed to improve English instruction. In fact, creating such a suitable and secure environment contribute to a great deal in establishing a milieu of a positive classroom atmosphere which facilitate learners exploration and enhancement of their internal representations so that the teacher manages to lead students towards the desired learning goals.

To conclude,in teaching learning environment,teacher's behavior and choice of language help students learn the contents of the topic as well as shape their "view of the world".

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Besides,the awareness of a teacher that the choice of attitudes,linguistic patterns and behaviors while communicating with the students would have crucial effects on the internal representation system of the students is quite essential for effective learning.In this case,effective use of NLP could not only enhance the effectiveness of communication,and hence learning process, but also add quality to the whole experience.

### **Conclusion**

As a final point,it is worth mentioning that the current investigation has reached its peak of end by confirming the hypothesis that has built it believing that NLP is expected to enhance the teaching learning process which leads to excellence.Thus,a number of suggestions are calling hoping to find responders.In this case, it is not intended to diminish teachers' roles.This humble work is designed to shed a light on the significance of NLP in teaching learning process;as it may lay the pavement for further research by teachers and other progressive minded researchers.

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