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ORIGINAL RESEARCH PAPER

The Effect of Using NLP Techniques on Reading Ability of EFL Learners

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ABSTRACT

Keywords:

Neuro-Linguistic Programming (NLP), Reading Ability, English Foreign Language Learners

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The process of learning a language can be influenced by various factors. This study examines the impact of NLP on students' reading abilities. NLP suggests that combining strategic thinking, behavior, and language is more effective for language learning than focusing solely on language. The study's participants were selected through cluster sampling, choosing two classes from the Afagh Institute. A pretest assessed reading proficiency to ensure group homogeneity. The control group (n=30) followed a traditional teaching method, while the experimental group (n=30) received NLP training. Post-intervention tests revealed a significant improvement in the experimental group's reading abilities ($F=57.775$, $P<.01$), with an effect size of 0.503. These results demonstrate that NLP can significantly enhance EFL learners' reading skills, supported by quantitative data.

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1. Introduction

In recent years, a transformative shift has occurred in the realm of language education and research. Rather than solely focusing on teaching methodologies, the spotlight has shifted toward language learners and the factors that influence their language acquisition journey. This paradigmatic change reflects a departure from the conventional belief that teaching methods alone determine the success or failure of language instruction (Richards & Rodgers, 2001).

The creation, acquisition, maintenance, and use of complex communication systems are all parts of the multifaceted system known as language. It depends on the astounding capacity of the human mind to deal with such linguistic complexity. According to Clark and Henneberg (2017), a language in this context denotes a particular instance of such a communication system. The complex process through which people acquire the ability to perceive, comprehend, produce, and use words and sentences for efficient communication is known as language learning (Friederici, 2011). In its broadest sense, language learning refers to the process of acquiring the skills necessary to communicate effectively in a second or foreign language.

Some scholars identify language ability as a collection of distinct language skills. A substantial portion of teaching and evaluation materials revolves around a framework known as the "four skills model," encompassing listening, speaking, reading, and writing. This pedagogical approach, rooted in the four skills, remains highly relevant today. Notably, reading is a focal point for educators, textbook authors, and language test developers, who recognize its composite nature, comprising various skills and components. This recognition underscores the value of reading components as foundational frameworks for course design, pedagogy, and assessment development (Liu, 2010; Maryanne, 2016).

Reading is a multifaceted cognitive process that involves deciphering symbols to construct or extract meaning, a skill commonly referred to as reading comprehension. This act of reading serves as a vital avenue for language acquisition, communication, and the exchange of information and ideas.

To navigate the intricate landscape of written language, readers employ a diverse array of reading strategies. These strategies aid in the translation of symbols into spoken language sounds or visual representations of speech and enhance overall

comprehension. Among these strategies, readers often rely on contextual cues to unravel the meanings of unfamiliar words. Furthermore, readers seamlessly integrate the words they encounter into their preexisting knowledge framework or schema (William, 2009).

One way to describe reading is as "a cognitive ability that individuals employ when engaging with texts" (Beatrice Rammstedt et al., 2018). Skills are essential parts of the more extensive reading process, in contrast to comprehension, which can be thought of as the result of reading a particular text. Many different lists, taxonomies, and even hierarchies of reading abilities have been developed over time. For instance, C.Perfetti (2014) outlines eight unique abilities, whereas Cai Oin (2017) provides a thorough list of nineteen reading micro skills. Both authors have had a considerable impact on the design of language tests, curriculum, and resources. Jaana Viljaranta (2017) divides reading skills into four levels: macro-skills, micro-skills, grammatical and lexical competence, and low-level operations. Mercedes Spencer (2020) identifies fourteen reading ability skills.

Fundamental competencies are important for effective reading comprehension. These include the capacity to understand word meanings, the capacity to infer meaning from a text's context, the ability to follow a passage's organizational structure and identify its antecedents and references, the aptitude for drawing conclusions from a text's content, the knack for spotting the passage's main idea, and the capacity to respond to questions derived from the text. Additionally, readers should be able to determine a passage's tone, identify any literary techniques or propositional structures used, and comprehend the situational mood that is being conveyed by the passage's agents, objects, temporal and spatial allusions, causal and purposeful undertones, and other aspects. Finally, skilled readers can infer the writer's intention, perspective, and purpose by using discourse semantics to make inferences about the author's traits (Committee on Learning Sciences, 2012).

Recent studies have shown how crucial Neuro-Linguistic Programming NLP is for overcoming difficulties in language learning in a variety of circumstances. Behavioral patterns and strategic thinking are also included in NLP as essential elements of the learning process, in addition to language use. The benefits of emphasizing linguistic competency alone have been outweighed by the power of the

combination of strategic thinking, behavior, and language usage in improving language acquisition.

Learners can delve deeply into the underlying structure of the task at hand thanks to this multifaceted method. NLP is described as "a comprehensive framework of beliefs, skills, and behaviors that facilitate more precise, efficient, and respectful communication" (Baker & Rinvoluceri, 2005, p. 4). Interestingly, Richards and Rodgers (2001) pointed out that the incorporation of NLP approaches in language classes has remained comparatively understudied within the landscape of language teaching methods that delve into learners' cognitive capacities, such as the Silent Way and Suggestopedia.

NLP, according to Tosey and Mathison (2003), has unrealized promise as a theoretical framework in the field of education. They contend that NLP not only serves as an all-encompassing learning paradigm that encourages both intrapersonal and interpersonal communication, but it also exemplifies a collaborative, goal-oriented strategy. As a teaching approach for managers, trainers, sales professionals, market researchers, counselors, consultants, doctors, lawyers, and several other disciplines, NLP has grown in popularity over time.

In the UK, NLP has developed into the underlying theory of the "NLPEdNet" program, demonstrating its enduring applicability and integration with modern educational practices. The current study aims to look into the effects of NLP techniques training on improving the reading skills of English as a Foreign Language EFL learners as a continuation of this trajectory. NLP equips educators and students with a powerful tool for enhancing second language acquisition. It accomplishes this by transforming counterproductive learning habits into effective strategies employed by accomplished second language learners. NLP serves as a valuable support technique for teaching and learning, shedding light on how students internalize information, ultimately converting it into lasting knowledge. These NLP techniques inject an element of ease and enjoyment into the learning process, with particular relevance to English Language Teaching.

Furthermore, NLP enables practitioners to gain insight into students' preferred representational systems, known as learning styles, and their motivation levels. Armed with this understanding, educators can facilitate access to these communication

channels, utilizing the senses to empower learners to take charge of their own learning journey.

At its core, NLP rests on fundamental assumptions about the functioning of the human mind, human interaction, and the learning process. It acknowledges the central role of the nervous system, specifically the brain, in shaping behavior. Additionally, NLP recognizes that language, both verbal and non-verbal, serves as a conduit for the expression of thoughts and emotions. The term "Programming" underscores our ability to structure and organize our ideas, actions, and endeavors toward achieving specific goals and outcomes.

In the realm of foreign language education, NLP emerges as an innovative approach that assists students in mastering reading skills. This method proves particularly invaluable in scenarios where learners' proficiency levels, motivation, social influences, and cultural factors may not inherently support effective reading. As such, NLP can enhance learners' reading abilities through exposure to diverse language inputs (Farahani, 2018).

The goal of the current study is to investigate how NLP techniques affect the reading skills of EFL students. Its main goal is to find out if using NLP techniques might help EFL students who are not majoring in English improve their reading abilities.

2. Significance of the study

ESP courses in the Iranian context have encountered a range of challenges, leading to less-than-promising outcomes (Amirian & Tavakoli, 2009). Notably, a predominant focus on enhancing speaking skills has marginalized the development of reading comprehension abilities among learners. Furthermore, the instructional materials predominantly take the form of written content, but often solely serve the purpose of imparting content-specific vocabulary to language learners, neglecting the vital aspect of reading comprehension (Akbari & Tahririan, 2009).

Concerningly, instructors frequently ignore the preferences and learning styles of their students, despite the potential consequences (Isazadeh et al., 2016). Research on specific abilities, including word recognition (Akamatsu, 2002), working memory activation (Ikeno, 2002), and inference production (Muramoto, 2000), is lacking in the

context of EFL. The difficulties encountered in improving reading comprehension are made worse by the paucity of research.

For resolving these problems, (NLP), a promising tool for language learners, is still substantially researched (Farahani, 2018). Surprisingly, there is no published research that explores the simultaneous contributions of subcomponent skills to reading comprehension in the body of available literature. This difference stands up in particular among EFL students who have various degrees of reading skill and little exposure to print materials written in their second language (L2).

3. Methodology

This study's main objective is to determine how NLP methods affect EFL students' reading ability. As a vital communication ability, reading occupies a special place in the process of learning a second language. It is a crucial instrument for achieving academic success. However, learning to read comes with a variety of difficulties for students. Understanding the value of good reading skills and the different ways to improve them, one particularly successful method involves the application of NLP techniques.

In pursuit of our research objective, we have formulated the following research question: RQ: Does the utilization of NLP techniques exert a measurable impact on the reading proficiency of EFL learners?

The goal of this study is to determine how NLP techniques affect EFL language learners' reading skills. In order to clarify the answers to our study question, it utilizes an experimental research strategy in which the performance of participants in two different groups is rigorously compared. The study has two distinct groups, a control group and an experimental group, and is set up as a quasi-experimental pretest and post-test design. Finding out how NLP techniques affect participants' reading comprehension abilities is the main goal of the experiment. The independent variable in our context is NLP techniques and the dependent variable in our research is reading ability.

A cohort of 60 teenage adolescents between the ages of 12 and 18 took part in the study to achieve its goals. Kurdish and Turkish (Azari) were their two main tongues, and Persian was the primary language of instruction in their educational institutions. Conveniently, the participants were divided into two groups for this study: an experimental group of 30 students and a control group of 30 students. Two main tests

for reading competency were used in the study: a pretest and a post-test. Ten paragraphs from "American English File 2" by Christiaan Latham-Koenig, Paul Sligson, and Clive made up these evaluations. After randomly assigning the chapters for the post-test, participants were given a pretest utilizing content from the aforementioned book. Cronbach Alpha was used to thoroughly evaluate the reliability of the reading pretest and post-test, and the result was a coefficient of 89.

The 60 participants were classified as EFL learners in accordance with the study's goals. The reading exam was given as a baseline evaluation before the research protocol began. The therapy phase, which included ten sessions, was then introduced. Each of the ten sessions in the treatment program was devoted to one of a number of subjects that were the focus of the sessions.

The issues were among the most frequently discussed ones in terms of NLP techniques. As follows:

1. Inauguration of NLP underlying assumptions and essential ideas: NLP techniques were introduced to the participants in the experimental group in a single session. They received instruction on how to set goals, define learning styles, use human senses to acquire languages, understand the importance of emotion in language learning, and different tactics they could use to speed up their sense-based learning.

2. Goal Setting (Outcome)-Guided Fantasy

NLP has the potential to be applied as a theory in the field of education, claim Tosey and Mathieson (2003). He presupposes that NLP is a cooperative, goal-oriented, whole-body learning theory that promotes both intrapersonal and interpersonal communication. Later, managers, trainers, salespeople, market researchers, counselors, consultants, doctors, lawyers, and other professionals were trained using NLP.

3. Sensory Language (Reid's Test)

The participants were instructed to read the text using their own sensory style because they were aware of it. For instance, one who attempted to utilize visual aids to understand the text (according to the test) included glosses, covering visual clues, bolding of words, Italic forms, headings, etc. The text might be read aloud to oneself, audio material could be listened to, or background music could be played while reading for auditory learners. The kinesthetic group was asked to move their hands and write

down information. If they felt better, they were also permitted to stand up and walk around for a little while or even act out the text for themselves.

4. Sensory Language (Continue):

A word or words used in sensory language help the reader visualize the content. The readers use language to entice the audience with their feelings, thoughts, and ideas.

5. Metaphor- Accentuate the Positive:

Metaphors are commonly used in NLP in order to enable the NLP trainer or NLP practitioner to make the connection with the client's unconscious mind. The benefit of doing this is that it connects them with the source of all the clients learning and behavior, thus enabling them to change rapidly.

6. Emotion:

Our perceptions and interpretations are filtered by states, which in turn have an impact on our emotions. Of course, there are other types of states in addition to emotional ones, such as "a learning state" or a state of curiosity. Depending on how resourceful we are feeling at the time, we respond to situations of all kinds in different ways.

7. Belief (Flexibility)

Learners have access to a task's intricate structure. NLP is described as "a complex set of beliefs, skills, and behaviors that can help a person communicate more accurately, effectively, and respectfully" (Baker & Rinvolutri, 2005, p. 4). The Silent Way, Suggestopedia, and the use of NLP in language classrooms are only a few of the language teaching techniques that rely on the intellect of the language learners, according to Richards and Rogers (2000). However, the latter has received very little attention.

8. There is no Failure; only Feedback

Failure does not exist; only beneficial outcomes do. Failures are information that helps us improve our path to the desired result. What we do that is unsuccessful can be negatively labeled as "failure," or it can be positively viewed as feedback or information that will help us make revisions or improvements.

9. Finding the Best Strategy (Flexibility)

Fire the anchor as the person imagines learning new words or taking a spelling exam in the future. An effective NLP solution will be simple to adapt to various solution domains, allowing users to receive prompt responses to a wide range of queries with

quick iteration and refinement to reach the desired answer. The system should be able to employ internal ontologies and handle content that is sourced both internally and externally.

10. Review of the strategies (Farahani, 2018).

You want an NLP solution that can be used by both expert users and novice users, with options to give non-technical users wide access. Look for a system that provides a variety of interfaces and the option to tailor those interfaces to your precise needs using a tool like a web portal.

One of the most often researched subjects in the literature on strategic management is change in strategy. As a result, the conversation has been extensively dispersed throughout numerous scientific areas. One may classify the literature on strategic change in terms of the ecological, institutional, adaptive, and interpretive perspectives based on the theoretical lenses used in the investigations.

4. Data Analysis

The main goal of this study was to determine whether there is a statistically significant difference between the experimental and control groups in terms of the study therapy. The pretest scores (the covariate) were used to correct for any differences because the control and experimental groups were two separate intact classes of students and may not have been initially matched. An analysis of covariance (ANCOVA) was used to achieve this. The goal of this analytical process was to ascertain whether the pretest scores for the experimental and control groups had any previous significant differences. It was essential to take this step to guarantee the groups' initial homogeneity so that any subsequently discernible discrepancies between the experimental and control groups could be attributed to the treatment's effects.

In the present study, we will use two levels of statistical analysis:

1: The first level is descriptive statistics, including mean, standard deviation, Skewness, and Kurtosis

2: The second level is inferential statistics, including the Leven test, Kolmogorov- Smirnov test, and Covariance test.

5. Results and Discussion

Descriptive Data

There were 30 participants in the experimental group and 30 participants in the control group, as shown in Table 4-1.

Table 4- 1: Descriptive Data of Experimental and Control Group

	group	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	experimental	30	50.0	50.0	50.0
	control	30	50.0	50.0	100.0
	Total	30	100.0	100.0	

Pre-Test

The average reading score for the control group was 67.90, with a standard deviation of 7.29, and the average reading score for the experimental group was 65.78, with a standard deviation of 6.22.

Table 4- 2: Descriptive Statistics of Pretest in Two Groups

	Control	Experimental
N	Valid	30
	Missing	0
Mean	67.9000	65.7833
Std. Deviation	7.29360	6.22797
Variance	53.197	38.788
Skewness	-.122	.257
Std. Error of Skewness	.427	.427
Kurtosis	.249	.520
Std. Error of Kurtosis	.833	.833
Minimum	50.00	52.00
Maximum	81.00	82.00

Post-test Group

The average reading score for the control group was 74.56, with a standard deviation of 6.25, while the average reading score for the experimental group was 84.13, with a standard deviation of 6.46.

Table 4- 3: Descriptive Statistics of Post-test in Two Groups

		Control	Experimental
N	Valid	30	30
	Missing	0	0
Mean		74.5667	84.1333
Std. Deviation		6.52149	6.46867
Variance		42.530	41.844
Skewness		.104	-.093
Std. Error of Skewness		.427	.427
Kurtosis		-.730	-.614
Std. Error of Kurtosis		.833	.833
Minimum		63.00	71.00
Maximum		87.00	96.00

Analytical Data

ANCOVA Assumptions

Research using ANCOVA was done to verify the theory. Before using ANCOVA, a few conditions must be satisfied. The first presumption relates to the data's normal distribution. The data's normal distribution was examined using the one-sample Kolmogorov-Smirnov test. Table 4.4 presents the findings .

The significant level in both the pretest and post-test is greater than the p-value of.05. This indicates that the scores were distributed normally, as shown by the results in Table 4.4

Table 4. 4: ONE-Sample Kolmogorov - Smirnov Test for Normal Distribution of the Scores in Two Groups in Pretest and Post-test

	group	Kolmogorov- Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
reading ability post	test	0.157	30	0.058	0.965	30	0.239
	control	0.118	30	0.200	0.970	30	0.533
reading ability pretest	test	0.092	30	0.200	0.983	30	0.900
	control	0.093	30	0.200	0.974	30	0.641

Leven's Test of Equivalence of Error Variance for two groups was also run to check for variance equivalence. Table 4.5 presents the findings.

The results in Table 4.5 show that the assumption of an identical distribution of scores across the two groups is met, and the equality of the variances across the post-test is confirmed ($F=1.838$, $P=0.180>0.05$)

Table 4. 5: Levine's Test of Equality of Error Variances

F	df1	df2	Sig.
1.838	1	58	0.180

Additionally, regression analysis was carried out to look at the slope of regression for the post-test scores, and the findings are shown in Table 4.6:

Examining the interaction of the experimental group Pretest score in predicting the dependent variable or post-test score revealed that the interaction effect is not significant, as shown by the data in Table 4.6. ($f=0.590$, $p= 0.446>.05$). In other words, ANCOVA can be performed under the assumption that the slopes are homogeneous because there is no significant interaction between the independent variable and the intervening variable (reading ability pretest).

Table 4. 6: Covariance to Examine the Slope of the Regression for Scores in Post-test in Tow Groups

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	2178.371a	3	726.124	24.775	.000	.570
Intercept	1110.876	1	1110.876	37.903	.000	.404
group	67.541	1	67.541	2.304	.135	.040
reading ability pre-test	733.198	1	733.198	25.017	.000	.309
group * reading ability pretest	17.303	1	17.303	.590	.446	.010
Error	1641.279	56	29.309			
Total	381605.000	60				
Corrected Total	3819.650	59				

Research Hypothesis

Using NLP techniques has a significant effect on the reading ability of EFL learners.

Table 4. 7: Tests of Between-Subjects Effects

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	2161.068a	2	1080.534	37.134	.000	.566
Intercept	1093.851	1	1093.851	37.592	.000	.397
reading ability pre-test group	788.251	1	788.251	27.090	.000	.322
Error	1680.562	1	1680.562	57.755	.000	.503
Total	1658.582	57	29.098			
Corrected Total	381605.000	60				
	3819.650	59				

The findings in Table 4.7 demonstrate how important the group impact is. ($F = 57.775$, $P < .01$). Eta squared is 0.503, meaning that the NLP training is improved reading. Figure 4.3 displays the estimated marginal means of post-reading. Implementing NLP techniques can, therefore, have a major impact on an EFL learner's reading abilities.

The main goal of the current study was to evaluate how well (NLP) improved the reading skills of EFL students. The study's conclusions showed that the experimental group displayed improved performance in reading ability after the NLP method was applied to the experimental group, and post-test results were compared. Notably, there was a statistically significant distinction between the experimental group, which got NLP-based training, and the control group.

This study aligns with prior research conducted by scholars such as Carey, Churches, Hutchinson, Jones, and Tosey (2010), West-Burnham et al. (2010), Alroudhan (2018), Khabiri and Farahani (2014), Khalandi and Zoghi (2017), Moharamkhani, Karimi, Ahmadi (2016), Farahani (2018), Pourbahreini (2015), and Pishghadam, Shayesteh, and Shapoori (2011), all of which offer compelling evidence of NLP's positive impact on reading ability.

The "programming" element of NLP is teaching people new, productive ways to think, talk, and act. This helps people realize their full potential and achieve previously unattainable goals (Richard & Rodgers, 2001). NLP, which has its roots in psychology, explores how the human brain functions and its capacity for self-improvement. It investigates the interaction of the left and right brain hemispheres, multiple

intelligences, visual, auditory, and kinesthetic learning styles, as well as many facets of study targeted at determining the best emotional learning states. This ground-breaking method clarifies how people interpret data they get from the outside world.

The core of NLP is how people internally represent the world, largely through language and sensory images, especially in the visual, aural, and kinesthetic modalities. NLP focuses on the structural features of these internal representations, including dynamic features like sequences as well as location, size, and brightness of visual images. It holds that each person has an internal representational system that is both distinctive from others and constant across individuals. Additionally, NLP proposes logical connections between this internal organization and a person's language and behavior. Fundamentally, a learner's internal representations and cognitive processing are visible in how they use language and in other ways that may be observed, such as nonverbal indicators. Participants receive effective training in NLP to observe and use these elements. In light of this, NLP has the ability to improve readers' internal and external reading skills (Pourbahreini, 2015; Farahani, 2018; Hayat, 2018).

One reasonable theory is that NLP helps students program their thoughts, encouraging an installation-based learning style and enhancing interpersonal interactions. By utilizing the power of pictures, sounds, and sensory experiences, NLP can be helpful for auditory, visual, and kinesthetic learners. Students' academic growth is considerably aided by the increased self-awareness fostered by NLP techniques, especially when it comes to increasing their vocabulary (Moharamkhani et al., 2016).

NLP has recently become more well-known in the field of education thanks to its amazing ability to help students understand their individual strategies for learning a new language. The theory of multiple intelligences, which Howard Gardner first proposed in 1983, divides learning styles into three main categories: visual, auditory, and kinesthetic. The visual category includes learners who respond well to visual stimuli like video presentations, demonstrations, reading exercises, and charts. The auditory category includes learners who learn concepts more effectively through verbal explanations. As a result of this realization, teachers are increasingly incorporating NLP techniques into their lesson plans to meet the various learning requirements of specific

pupils. In addition, some colleges have lately started using NLP strategies to help students who struggle with learning (Lyell, 2002).

Another important aspect affecting the process of learning a new language is accelerated learning (A.L.). This strategy aims to speed up and improve both the curriculum and the learning process. According to the most recent findings in brain research, it has repeatedly shown that it can improve learning outcomes while also saving priceless time and money. Accelerated learning works because it is in line with the fundamental ways that people learn.

Fundamentally, this technique tries to maximize learning's untapped potential, which is frequently underutilized by traditional learning strategies. This is accomplished by actively involving the whole person, including physical exercise, creativity, music, visuals, and a wide variety of teaching strategies designed to appeal to the three main categories of learners—visual, auditory, and kinesthetic—to name a few (Meier, 2017).

Representational systems, also known as sensory modalities, are important factors in determining a learner's particular learning style. These sensory modalities, commonly referred to as VAK, are divided into the three main categories of: visual, aural, and kinesthetic. In terms of how information is received, represented, encoded, and stored within the human mind, this model is a crucial part of NLP. The sensory, mental representation of experiences is the main focus of the VAK paradigm. Additionally, people use their five senses—visual, auditory, kinesthetic, gustatory, and olfactory—to perceive and engage with the world around them. Even though each person constantly uses all of these senses, the degree of focus placed on certain senses might change depending on the situation. In essence, there is no inherent advantage of one representational system over another; rather, the efficiency of each system relies on the situation or the task at hand (Ellertone, 2015).

6. Conclusions and pedagogical implementations:

This study's main goal was to look into how NLP techniques might affect how well EFL as a students read. According to the findings, the experimental group's mean score was 84.13, whereas the control group's was 74.56. After doing an analysis of covariance

(ANCOVA), a statistically significant group effect was found ($F = 57.775, P < .01$). The ANCOVA results also demonstrate that experimental group individuals had better reading skills than control group participants. As a result, NLP shows a beneficial effect on Iranian EFL students' reading ability. With the help of NLP techniques, it is clear that learners' English reading skills can be improved, according to the study's findings. According to Pourbahreini (2015) and Farahani (2018), NLP is a collection of methods, patterns, and learning strategies that promote better reading abilities by involving the nervous system and neurological processes.

With the help of NLP techniques, it is clear that learners' English reading skills can be improved, according to the study's findings. According to Pourbahreini (2015) and Farahani (2018), NLP is a collection of methods, patterns, and learning strategies that promote better reading abilities by involving the nervous system and neurological processes. In summary, NLP strengthens learners' reading abilities by facilitating mental programming and encouraging improved interpersonal communication skills (Moharamkhani et al., 2016).

There are a variety of ways to enhance your acquisition of EFL, but not all of them are created equal. The study's findings unambiguously demonstrate that NLP is superior to conventional methods for enhancing English language learning. We can then infer the following educational inferences from these results:

1. **Unlocking Potential in Reading:** NLP holds immense promise for teaching and learning in the realm of reading. Moreover, it posits the existence of systematic connections between the structuring of internal representations and an individual's language and behavior. A learner's internal representations and cognitive processes manifest in various ways, including their language usage, external behavior (such as reading), and their reading comprehension.
2. **Fostering Positivity:** Positive messages rather than negative ones are instilled in students through NLP, encouraging a conviction in their ability to study and improving their reading skills.

3. **Dynamic Learner-Text Relationship:** Recognize that the relationship between the learner and the text is a dynamic process, one where meaning is co-constructed through reciprocal feedback. It is not a mere transmission of information from one party to another. Learners should place greater emphasis on cultivating their reading ability, recognizing its integral role in this dynamic process.
4. **Enhancing Language Acquisition and Communication:** Reading is a crucial tool for learning a language, communicating, and exchanging knowledge and ideas. As a result, the potential for NLP to augment these procedures directly adds to improved reading ability.
5. **Fostering Classroom Engagement:** NLP has demonstrated its capacity to enhance classroom behavior and promote active student engagement, particularly in whole-class discussions and individual reading activities. This active participation is instrumental in the learning process.

Incorporating NLP techniques into English language education can be a promising avenue for educators and learners alike. It provides a more effective and positive approach to language learning, particularly in the domain of reading.

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