اتجاهات طلبة قسم اللغة الإنجليزية بكلية التربية – طور الباحة، جامعة لحج، تجاه أثر تقنيات البرمجة اللغوية العصبية في تنمية طلاقتهم الشفهية

The Attitudes of the EFL Students in the Department of English at the Faculty of Education -Tooralbaha, University of Lahj Towards the Impact of Neuro-Linguistic Programming Techniques on the Development of their Oral Fluency

Abdurrauf Mahbob Saif Ali

Researcher, Faculty of Education
Sana'a University -Yemen

عبدالرؤف محبوب سيف علي

باحث – المناهج وطرق تدريس اللغة الإنجليزية

كلية الآداب– جامعة صنعاء– اليمن

Fazee Khaled Alezi Al-Muslimi

Researcher - Faculty of Languages
Department of English
Sana'a University -Yemen

فازع خالد المسلمي

باحث – قسم اللغة الإنجليزي

كلية التربية –جامعة صنعاء– اليمن

الملخص:

تهدف هذه الدراسة إلى استكشاف اتجاهات طلبة قسم اللغة الإنجليزية بكلية التربية – طور الباحة، جامعة لحج، تجاه تأثير تقنيات البرمجة اللغوية العصبية على تنمية طلاقتهم الشفهية. تم استخدام استبيان لهذا الغرض. تضمنت عينة الدراسة 20 طالباً وطالبة من المستوى الثاني في قسم اللغة الإنجليزية بكلية التربية – طور الباحة، جامعة لحج الذين تم تدريبهم على استخدام تقنيات البرمجة اللغوية العصبية. ومن أجل تحقيق هدف الدراسة فقد تعين على عينة البحث الإجابة على استبيان مغلق يتألف من ستة عشر فقرة. بعد جمع البيانات وتحليلها وتفسيرها، كشفت النتائج أن الطلاب المدربين على تقنيات البرمجة اللغوية العصبية أظهروا اتجاهات إيجابية نحو هذه التجربة، مما يشير إلى استيعابهم للتأثير الإيجابي لتقنيات البرمجة اللغوية العصبية على تنمية طلاقتهم الشفهية في اللغة الإنجليزية، وبالتالي، تؤكد النتائج فرضية البحث حيث انها تحمل آثارًا ايجابية على طلبة اللغة الإنجليزية ومعلميهم على حد سواء. تسلط الدراسة الضوء على توصيات ملائمة للمساهمة في مجال تعليم اللغة الإنجليزية كلغة أجنبية وللتأكيد على أهمية استخدام مثل هذه التقنيات الفاعلة لتعزيز أداء طلاب اللغة الإنجليزية كلغة أجنبية وخصوصا في المحادثة الشفهية.

الكلمات المفتاحية: تَأْثِير ، تَقَنِيَّاتِ الْبَرَمْجَةِ اللُّغَوِيَّةِ الْعَصَبِيَّةِ، الطَّلاقَةَ الشَّفَهِيَّةَ، اتِّجَاهَاتِ.

Abstract:

This study aims at investigating the attitudes of EFL students in the Department of English at the Faculty of Education-Tooralbaha, University of Lahj towards the impact of Neuro-Linguistic Programming (NLP) Techniques on the Development of their Oral Fluency. For the purpose of achieving the objective of the study, a survey was used. The sample of the study consisted of 20 students of the second level in the Department of English, Faculty of Education-Tooralbaha, University of Lahj who were trained via the use of the Neuro-Linguistic Programming Techniques. They were selected to respond to a close ended questionnaire which consisted of sixteen items. After collecting, analyzing, and interpreting the data, the findings revealed that the NLP-trained students exhibited positive attitudes towards the NLP experiment indicating their perceptions of the optimistic impact of NLP techniques on the development of their EFL oral fluency. Thus, the results verify the research hypothesis holding implications for both EFL students and their teachers. The study highlights pertinent recommendations to contribute to the field of ELT and to underscore the importance of employing such effective methods to enhance EFL students' oral performance.

Keywords: Impact, Neuro-Linguistic Programming Techniques, Oral Fluency, Attitudes.

Introduction

Learner of English as a foreign language face many challenges for students as it represents a completely new experience for them. Some of the primary challenges arise as a result of their native language which can impede their progress. Moreover, grammar rules and principles of an EFL tend to be more complex.

Students often lack interest in comprehending the syntactic structures of the new language, perceiving it as a subject rather than a means of communication. They need to be consciously engaged and attentive during the learning process avoiding distractions. Psychological barriers such as anxiety, fear of committing mistakes, self-esteem and shyness can also hinder language learning especially when

trying to perform oral activities. Inadequate appreciation and lack of proper training, motivation and reinforcement can further negatively impact oral performance.

In recent research, there has been a significant emphasis on examining the application of NLP to enhance the effectiveness of language learning. NLP presents a range of techniques that can be valuable resources for both language educators and learners. It offers a framework that facilitates language acquisition and introduces innovative approaches to address the challenges faced in language learning. An essential aspect of NLP coaching entails motivating students to learn by establishing a link between the importance of learning and their significance (Kong & Farrell, 2012). A successful learner needs to adopt a positive attitude towards language learning. Teachers play a crucial role in identifying and addressing students' language learning difficulties using NLP techniques. However, it is important to ensure that students are fully engaged and consciously applying these techniques to attain successful outcomes (Stevenson, 2015). Another study conducted by Ali and Muslimi (2024) investigated the effectiveness of Neuro-Linguistic Programming (NLP) techniques in reducing oral disfluencies among second-level Yemeni EFL (English as a Foreign Language) students. The findings emphasized the effectiveness of the NLP-based interventions in reducing instances of oral disfluencies exhibited by the students, such as pauses and repetitions during their spoken language performances.

1.1 Statement of the problem

In the Department of English in the Faculty of Education-Tooralbaha, English language modules are taught to prepare students for a bachelor's degree in English and to develop their communicative skills. These modules encompass various language skills, including reading, writing, listening, and speaking. However, one particular area of concern is the students' oral fluency, which has been consistently low, as noted in Ali (2011). This issue has raised concerns among the teachers responsible for enhancing their students' English proficiency.

The speaking course offered in the department is designed to address this concern and aims to enhance the students' EFL oral performance. However, despite the efforts, the students' oral fluency remains inadequate. This inadequacy can be attributed to various pedagogical and psychological factors. On the pedagogical front, the traditional teaching methods employed in the course tend to prioritize accuracy over fluency, which may hinder the students' ability to develop their speaking skills effectively. Additionally, psychological factors such as anxiety, shyness, and lack of motivation can further impede their progress in oral fluency.

To address these challenges and explore potential solutions, this study focuses on the implementation of NLP techniques. NLP offers a unique approach to language learning and has shown promise in enhancing communicative skills, including oral fluency. By exposing the students to an NLP experiment, it is hypothesized that their attitudes towards language learning and their perceptions of the impact of NLP techniques on their oral fluency may undergo a transformation.

The intention of this study is to investigate the attitudes of NLP-trained students in the Faculty of Education-Tooralbaha, University of Lahj, towards the impact of NLP techniques on their EFL oral fluency. By understanding their attitudes and perceptions, valuable insights can be gained to inform language teaching practices and potentially improve the students' oral performance. The study aims to contribute to the existing body of research on language learning and highlights the importance of incorporating effective methods, such as NLP techniques, to enhance EFL students' oral proficiency.

1.2 Objective of the study

The objective of this study is to investigate the attitudes of the EFL Students in the Department of English at the Faculty of Education - Tooralbaha, University of Lahj Towards Neuro-Linguistic Programming Techniques on the Development of their Oral Fluency.

1.3 Significance of the study

It is intended that this study examines the attitudes of the EFL Students in the Department

of English at the Faculty of Education - Tooralbaha, University of Lahj towards the impact of Neuro-Linguistic Programming Techniques on the Development of their Oral Fluency. The findings of this study may help the Yemeni educational institutions to support teachers in evaluating and integrating NLP techniques into their teaching practices. This, in turn, can lead to the ongoing improvements in EFL instruction. The study also presents an opportunity for English teachers to explore an innovative NLP-based program that focuses on enhancing students' fluency in spoken English. It also has the potential to enhance teaching methods and contribute to more effective language instruction. Additionally, the study may make learners be more attractive and motivated towards language learning, while also providing them with valuable insights into important cognitive processes such as decision-making, communication, motivation and learning.

2. LITERATURE REVIEW
2.1 The NLP model of communication
The NLP model of communication is influenced by transformational grammar and suggests that during transformations, certain elements are deleted, distorted, or generalized. Since humans do not have direct access to the external world, the concept of truth is debated. However, the focus lies on the quality of communication and its utility in achieving what is important to individuals.

Linder-Pelz and Hall (2007) describe NLP as a communication model that explores how individuals internally represent their experiences and communicate with themselves and others. It emphasizes subjective experiences and constructed reality and examines how they relate to external behaviour. This communication model provides insights into how we perceive the world, communicate, learn, behave and transform. NLP involves recognizing patterns through a series of processes. The initial step is to attentively observe the process of interaction with others, actively listening, observing and sensing without getting caught up in the specific content. NLP has been specifically developed

to unlock the potential for understanding how verbal and non-verbal communication influences the human brain, enabling us to create new possibilities and outcomes (Tosey, Mathison & Michell, 2005).

2.2 The meta-model
The Meta model is an important technique in NLP that helps identify and address issues by examining language patterns. It was first introduced by Bandler and Grinder in their book "Structure of Magic" in 1975. Successful therapists were observed to use specific language patterns and questions to effectively understand their clients' problems. The Meta model aims to detect generalizations, distortions, and deletions of information in speech through targeted questions.

When people talk about a problem or situation, their choice of words may distort, delete, or generalize certain aspects. By analysing these language patterns, hidden information can be uncovered. It was discovered that these discrepancies in language are rooted in how our nervous system processes information acquired through our senses. Deletion refers to the missing parts of information that are not expressed verbally but can be retrieved through conversation. Distortion involves altering the original information, which can be explored and recovered through dialogue. Generalization refers to the simplification of information, and lost details can be retrieved by prompting the client to be more specific (Freeth, 2016).

According to O'Connor and McDermott (1996), the Meta model provides a means to use language for clarifying communication. It helps recover information that is lost during our sensory filtering process. We receive an immense amount of sensory information, but our minds have limited capacity to process it. The Meta model assists in filtering and making sense of this overwhelming information, allowing us to change our perceptual maps of the world. It offers problem-solving strategies and influences our behavioural options by shaping the rules and programs we create for ourselves. Through deletion, we prioritize

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certain information and overlook others to avoid being overwhelmed (Alfaqi, 2008).

2.3 Benefits of NLP in ELT

Kong and Farrell (2012) assert that NLP is a valuable tool for self-discovery, enabling individuals to explore their identity and purpose. It also provides a framework for understanding and connecting with the spiritual dimensions of human existence, encompassing individuals, families, communities, and even global systems (Biswal and Prusty, 2011). Concerning the field of education, Delbio and Ilankumaran (2018) highlight several benefits of NLP as follows:

- NLP aligns with our natural psychological processes, making it a natural approach to learning.
- It enhances language learning by incorporating psychological elements.
- NLP applies the principles of first language acquisition, resulting in effective learning outcomes.
- It emphasizes language acquisition rather than passive learning, leading to better understanding.
- NLP creates a positive learning environment that promotes growth and reduces stress.
- It prioritizes practical knowledge over theoretical concepts.
- NLP encourages and nurtures creativity.
- Students subconsciously absorb language skills through the use of NLP techniques.
- NLP utilizes various multimedia tools, such as videos, audios, visuals, and scripts, to engage students and stimulate their interest.
- NLP classrooms provide an enjoyable learning experience for students.
- NLP serves as a method for self-motivation and self-awareness.
- Motivation plays a central role in NLP techniques.
- Building rapport between teachers and students through NLP is crucial for success.
- NLP places emphasis on personality development.

- Remedial teaching receives significant attention within the framework of NLP.

2.4 Teaching methods in NLP

According to Pishghadam and Shayesteh (2014), NLP is a supplementary tool employed by language teachers to assist in language learning particularly for second language acquisition. In the current educational landscape, motivating language learners can be challenging, but NLP offers solutions to classroom-related issues and provides essential resources for language learning. When applied to English language teaching (ELT), NLP allows teachers to gain insights into students' thought processes and learning patterns, enabling them to make the language more relatable and motivating by drawing on their own personal experiences. Teachers can also create artificial contexts as supportive materials in the classroom. Notably, NLP techniques involve creating associations known as "anchors" between visual and auditory stimuli and learners' emotional states. Anchors have proven effective in facilitating memory recall and incorporating them into EFL classes can yield the desired outcomes (Lashkarian & Sayadian, 2015). Other studies indicate that students who have a positive relationship with their teachers are more motivated and have a better grasp of the subject matter (Bashir & Ghani, 2012). Sharif and Aziz (2015) introduce the "Linking Criteria" technique as an example of applying NLP in the classroom. This technique involves identifying students' highly valued criteria as each student's motivation may differ. By understanding what already motivates a student, teachers can establish links between those criteria and the learning goals. For instance, a student who enjoys playing video games may be motivated by the fun of competition and the desire to excel. By connecting these criteria with the classroom environment, teachers can enhance the effectiveness of the language learning process. Other NLP techniques, such as anchoring, building rapport and reframing can also be employed by both students and teachers to facilitate language learning, improve communication, and foster academic achievement (Sharif & Aziz, 2015).

NLP has a significant impact on the lives of university students, enhancing their overall quality of life. It helps students form positive perceptions and ideas, supports them in addressing current life issues, and contributes to a positive mindset (Turan, Kodaz & Turan, 2016). NLP serves as a valuable tool for personal growth and learning, influencing students' family and personal lives and contributing to individual fulfilment. Students can utilize NLP principles to improve their communication skills, enhance their appearance, memory, and intelligence, and seek enjoyment, happiness, joy and success (Salami, 2015).

NLP plays a crucial role in classroom instruction, particularly in EFL settings as it can enhance learning performance. It can be integrated into classroom instruction by facilitating discussions on new ideas and grammar concepts. For example, teachers can use visual aids, gestures, and oral language to convey concepts (Richards & Rodgers, 2014). This approach is also valuable for implementing improvements in English instruction. NLP provides equal learning opportunities for all students and creates an environment conducive to their potential learning (Ilyas, 2017).

2.5 NLP and psychological impact

According to Delbio and Ilankumaran (2018), psychology is a scientific discipline that focuses on the study of human behaviour. To understand behaviour, psychologists employ various approaches and techniques. These include methods such as introspection, psychoanalysis, and naturalistic observation. Introspection is the oldest method used to study behaviour and involves examining one's own thoughts and experiences. The naturalistic observation method involves observing behavioural events in their natural context. The psychoanalytical approach focuses on analysing unconscious processes of the mind, including factors such as anxiety, stress, fear, and lack of confidence. As in Merkviladze (2023), anxiety experienced when speaking a foreign language is a key factor that can hinder learners from reaching their academic goals

and diminish their motivation and self-confidence. While the impact of anxiety on foreign language acquisition and speaking proficiency has been extensively studied, the application of NLP techniques in EFL classrooms to address speaking anxiety has not been thoroughly investigated. NLP is another technique used to understand human behaviour. It explores the internal cognitive processes and experiences of individuals, studying the relationship between the brain, language, and behaviour. It is often viewed as a natural approach to language learning, as it emphasizes language acquisition rather than simply learning a language. NLP can improve various areas of life, foster positive attitudes, provide support in addressing psychological challenges, facilitate better decision-making, enhance communication skills, and promote language learning.

2.6 Previous studies

Research has explored the use of NLP techniques in English language teaching to enhance language learning and teaching skills. Henni (2019) conducted research at the University of Mostaganem in Algeria to explore the use of NLP in ELT. The study aimed to increase EFL teachers' and students' awareness of NLP and assess teachers' attitudes and knowledge regarding its implementation. The results indicated that the participants held positive attitudes towards utilizing NLP in EFL teaching and possessed a moderate level of prior knowledge about NLP. Targutay (2010) conducted a qualitative study at Bilkent University in Turkey to examine NLP-trained language teachers' perceptions of NLP roles in ELT classrooms. The study investigated the specific techniques and strategies employed by NLP-trained teachers and their effects on various language skills. The findings revealed that NLP strategies contributed to establishing a positive classroom environment, improving communication between teachers and students, increasing students' willingness to participate in language learning activities and reducing emotional barriers to English as a second language learning. The study concluded that NLP

techniques can help teachers build rapport, create positive classroom environments, and suggest ways to enhance students' engagement in language learning tasks. Rayati (2021) examined the extent to which Iranian EFL instructors in language schools implemented NLP techniques in their classrooms. The findings revealed that almost all the EFL teachers reported using NLP techniques to varying degrees. The results also indicated that the Iranian instructors recognized the potential benefits and applicability of NLP principles in English language instruction.

Although the above-mentioned studies investigated the effects of NLP techniques on various aspects of language learning and teaching, none specifically examined NLP-trained students' attitudes towards the impact of NLP techniques on the development of oral fluency. Thus, the findings of this study are consistent with previous research studies which collectively ensure participants' positive attitudes towards the effectiveness of NLP techniques in enhancing language learning outcomes and offer valuable insights for both teachers and students.

3. SAMPLE OF THE STUDY

The study in hand aims at gathering current information on students' attitudes towards the impact of NLP techniques on their EFL oral fluency. To conduct the study, a subset of 20 NLP-trained students from the second level in the Department of English at the Faculty of Education-Tooralbaha, University of Lahj was chosen as a research sample and was divided homogeneously into two groups following their previous grade sheet of speaking skill. Therefore, they responded to the questionnaire items to help the researcher get accurate data to evaluate students' attitudes towards the impact of the NLP experiment on EFL oral fluency.

4. DATA COLLECTION TOOLS

For the purpose of the conduction of this study, a close – ended questionnaire was use to highlight the attitudes of the EFL students in the Department of English at the Faculty of Education -Tooralbaha, University of Lahj Towards the Neuro-Linguistic Programming Techniques on the Development of their Oral Fluency. It consisted of 16 items. Likert scale was used as follows.

scores, percentages, or statistical analyses.

5. DATA ANALYSIS AND INTERPRETATION

In this research, the primary aim of the questionnaire was to obtain information about the participants' attitudes towards the impact of NLP treatment on EFL oral fluency. The students' responses to the questionnaire items were thoroughly analysed and interpreted below to test and verify the research hypothesis which is stated in the way that NLP-trained students tend to have positive attitudes towards the impact of NLP techniques on the development of their EFL oral fluency. Descriptive analysis was used in which frequencies and percentages were calculated.

1. How often are you exposed to any Neuro-Linguistic Programming before having this training?

Table 1: Students' experience of NLP before the training

Always	Often	Sometimes	Rarely	Never
0%	0%	0%	0%	100%

All participants 100% in the study stated that they had no prior exposure to NLP techniques before undergoing the recent NLP training. This indicates that their lack of previous knowledge about NLP did not impact their responses. Thus, any change that might occur in their responses later is likely be due to the influence of the NLP experiment conducted in the current study.

2. How familiar are you with NLP techniques after being trained?

Table 2: Students' familiarity with NLP after the training.

To a large extent	To some extent	To a low extent	Not at all
55%	35%	10%	0%

Unlike the students' responses to the previous item, table 2 revealed consistent patterns of

change in the participants' responses. These changes were predominantly positive with 55%

of students becoming highly familiar with the techniques. While 35% became somewhat familiar, only 10% have a low level of familiarity. This outcome highlights the students' clear benefit from the NLP techniques employed in the treatment and reinforces their positive attitudes towards the program.

3. How would you rate your knowledge of NLP techniques after being trained?

Table 3: The rate of students' knowledge of NLP after being trained.

Very good	Good	Average	Bad
20%	40%	30%	10%

The data in Table 3 reveals that after receiving NLP training, 20% of students rated their knowledge of NLP techniques as very good, 40% as good and 30% as average. Only 10% of students considered their knowledge to be bad, despite being exposed to NLP techniques. These responses provide support for the research hypotheses as they demonstrate the students' positive attitudes towards the impact of NLP techniques on the development of their EFL oral fluency.

4. Are you satisfied with the NLP techniques training given to you?

Table 4: Students' extent of satisfaction with the NLP training

To a large extent	To some extent	To a low extent	Not at all
40%	35%	15%	10%

Approximately 40% of the students expressed a high level of satisfaction with the NLP techniques training, while 35% reported being moderately satisfied. On the other hand, 15% of the students indicated a low level of satisfaction and only 10% expressed no satisfaction at all. These results demonstrate the overall positive attitudes of the students towards the impact of NLP techniques on the development of their EFL oral fluency. It is worth noting that the two students 10% who expressed dissatisfaction might have rejected the idea due to its newness and perceived difficulty.

5. NLP techniques given to you are suitable for EFL students.

Table 5: Suitability of NLP techniques for EFL students

All of them	Most of them	Some of them	None of them
25%	45%	25%	5%

The results in Table 5 show that 25% of the students perceived all the NLP techniques provided to them as suitable, while the majority (45%) considered most of the NLP techniques to be suitable. Additionally, 25% of the students view some of the NLP techniques as suitable at the time that only one student (5%) does not find any of the NLP techniques suitable for EFL students. These results validate the positive attitudes of most participants towards the suitability of NLP techniques for EFL students. The results also highlight the varying levels of difficulty and ease associated with different NLP techniques which may be influenced by individual differences among students.

6. Do you agree that it is the right time to train EFL students on NLP techniques?

Table 6: The Appropriateness of Timing NLP Training

Strongly agree	Agree	Disagree	Strongly disagree
70%	30%	0%	0%

The responses to this item reveal that 70% of the students strongly agree and 30% agree that it is currently suitable to provide NLP training to EFL students. Notably, none of the students expressed disagreement with the idea of involving other EFL students in NLP training. This result indicates the students' positive attitudes towards NLP techniques and their valuable impact on EFL oral fluency. Furthermore, the students' express likeness to the extent that this experience refers to other EFL students, an issue that suggests their enjoyment of the experiment.

7. NLP techniques can enhance students' EFL learning outcomes.

Table 7: The ability of NLP techniques to enhance students' EFL outcomes.

Strongly agree	Agree	Disagree	Strongly disagree
90%	10%	0%	0%

As shown in Table 7, 90% of the students strongly agree and 10% agree that the NLP techniques provided to them can improve their

overall EFL learning outcomes. This high level of agreement demonstrates the students' positive attitudes towards the effectiveness of the NLP treatment in enhancing their English language skills. It is likely that their satisfaction with the improvement in their oral performance, resulting from the NLP techniques, contributes to this positive perception.

8. Did you enjoy these practical NLP techniques during the training?

Table 8: Students' enjoyment in practicing NLP techniques.

NLP technique	To a large extent	To some extent	To a low extent	Not at all
Rapport	75%	20%	5%	0%
Anchoring	75%	20%	5%	0%
Reframing	95%	5%	0%	0%
Meta Model	65%	10%	15%	10%

Regarding the technique of rapport, the results indicate that 75% of the candidates enjoyed practicing it to a large extent, 20% to some extent and 5% to a low extent. Similarly, the NLP anchoring technique was found to be enjoyable to a large extent by 75% of the trainees, to some extent by 20%, and to a low extent by 5% of them. NLP reframing was ranked as an enjoyable practical technique to a large extent by 95% of the trainees and to some extent by 5% of them. In the case of the NLP meta-model, most trainees (65%) found it enjoyable to a large extent, 10% to some extent, while 15% enjoyed it only to a low extent at the time that 10% of trainees did not enjoy it at all. The result of this item holds a high degree of students' enjoyment in practical NLP techniques a thing that reflects their positive attitudes towards the impact of the experiment on their oral fluency and adds further credibility to the research hypothesis.

9. NLP techniques can positively affect your EFL oral fluency.

Table 9: The ability of NLP techniques to affect positively oral fluency.

To a large extent	To some extent	To a low extent	Not at all
60%	30%	5%	5%

As it can be inferred from the responses to this statement, 60% of students believe that NLP techniques have a significant positive impact on their oral fluency, while 30% of them believe that NLP techniques have a moderate positive impact on their oral fluency. This suggests that those students who acknowledge the ability of NLP techniques to enhance their oral fluency have derived some kinds of benefits from their exposure to such a treatment. The overall outcome of this item demonstrates a high level of positive attitudes among students towards the impact of the NLP treatment on the development of their oral EFL fluency. This result significantly supports the validity of the research hypothesis.

10. When practicing NLP techniques, which skill do you prefer to use more?

Table 10: Students' practice of EFL skills through NLP techniques

Listening	Speaking	Reading	Writing
30%	55%	15%	0%

Based on the information presented in Table 10, the most preferred language skill among the participants is speaking with a percentage of 55%. The second most preferred skill is listening with a percentage of 30%. On the other hand, only 15% of the participants mentioned that reading is the skill that is used more when practicing NLP techniques at the time that none of them preferred to use the writing skill at all. From these results, we can conclude that NLP techniques tend to motivate students to focus on oral communication skills such as speaking and listening, as these skills can be enhanced through continuous support by reducing psychological barriers such as anxiety, shyness, and hesitation as well as establishing positive perceptions attitudes towards language learning.

11. EFL students who know about NLP techniques seem to be more orally fluent than those who do not.

Table 11: Attitudes of NLP-trained students towards the impact of NLP on their oral fluency

To a large extent	To some extent	To a low extent	Not at all
70%	20%	10%	0%

According to the statistics presented in Table 11, most of the candidates (70%) to a large extent agree and 20% agree to some extent, and 10% agree to a low extent. None of the participants expressed disagreement with the

viewpoint. These findings indicate that EFL students are experiencing progressive improvement in their oral fluency using NLP techniques. The positive attitudes of the students towards the impact of the treatment align with the intended outcome and provide support for the research hypothesis regarding the positive attitudes towards the impact of NLP techniques on the development of students' EFL oral fluency.

12. Before being trained in NLP techniques, how do you find yourself when you perform an oral task?

Table 12: The psychological state of students during oral tasks before NLP training

Confident and normal	Less confident	Hesitant and nervous	Get stuck
20%	30%	40%	10%

According to the responses to this item, a small percentage of respondents (20%) reported feeling confident and normal when performing oral tasks before receiving NLP training. However, many participants expressed feeling less confident (30%) or experiencing hesitation and nervousness (40%), with an additional 10% of them stating that they often get stuck during oral tasks. These findings indicate that the psychological state of most students is negatively affected during oral tasks before receiving NLP training. This issue can be attributed to various psychological factors such as anxiety, self-esteem, and shyness. From a psychological perspective, feeling nervous or lacking confidence when performing oral tasks is considered a barrier that hinders students from engaging in oral communication in the target language.

13. After being trained in NLP techniques, how do you find yourself when you perform an oral task?

Table 13: The psychological state of students during oral tasks after NLP training

Confident and normal	Less confident	Hesitant and nervous	Get stuck
60%	30%	5%	5%

The results of this item indicate a significant increase in students' confidence levels, as well

as a noticeable decrease in hesitance, nervousness, and getting stuck during oral tasks after engaging in NLP techniques. Most students (60%) reported feeling confident and normal in oral tasks after receiving NLP training. A considerable number of students (30%) transitioned from being hesitant and nervous before the training to being less confident afterwards. Only one student (5%) still experienced difficulties and got stuck during oral tasks. This suggests that students' increased confidence can be attributed to the positive development of their perceptions and attitudes towards the NLP treatment which helps them minimize psychological issues such as anxiety, self-esteem, fear of making mistakes, and shyness.

14. NLP techniques promote students' oral fluency through: (Reinforcing students' motivations, Minimizing students' anxiety, Encouraging students' positive participation)

Table 14: Students' psychological promotion through NLP techniques

Activity	To a large extent	To some extent	To a low extent	Not at all
Reinforce students' motivation	90%	10%	0%	0%
Minimize students' anxiety	90%	10%	0%	0%
Encourage students' positive participation	100%	0%	0%	0%

The results indicate that the highest proportion of participants (100%) believe that NLP techniques encourage positive classroom participation to a large extent. Additionally, 90% of participants agree that NLP techniques reinforce students' motivations and minimize their anxiety to a large extent. The rest 20% of participants agree that NLP techniques can, to some extent, reinforce students' motivations and minimize their anxiety. These findings verify the research hypothesis as they highlight the overall positive attitudes of students towards the beneficial impact of NLP techniques on the development of their EFL

oral fluency through enhancing motivation, reducing anxiety, and promoting active engagement in the classroom.

15. In your opinion, what are the main difficulties you found in NLP techniques training?

Table 15: Difficulties faced by students concerning NLP training

Inadequate course of training	Difficult topics	Unclear content	Insufficient time	Intensive content
25%	10%	15%	30%	20

The percentages presented in this study indicate that some options are perceived as more challenging than others. Among the participants, 30% identified insufficient time as a significant difficulty during NLP training. The option of inadequate course of training was ranked as challenging by 25% of participants, while 20% found the intensity of the content to be a difficulty. The option of unclear content was considered challenging by 15% of participants, and the option of difficult topics was perceived as the least challenging with a score of 10%. These results indicate that students generally enjoy the treatment but express the need to have more time and a well-designed course of training. Difficulties such as intensive content and unclear content can also be attributed to the constraint of insufficient time for training.

16. Do you agree that practicing NLP techniques is difficult or boring?

Table 16: Students' attitudes towards the extent of difficulty or boredom in NLP training.

To a large extent	To some extent	To a low extent	Not at all
0%	10%	15%	75%

Regarding the perceived difficulty and boredom associated with NLP treatment, Table 16 demonstrates that most participants (75%) strongly disagree that the practice of NLP techniques is difficult or boring. In contrast, 15% of participants slightly agree with the idea to a low extent, while 10% of participants agree with the idea to some extent. Notably, none of the participants strongly agree that NLP techniques are difficult or boring. The collective results of this item verify the validity

of the research hypothesis and indicate the participants' positive attitudes towards the NLP treatment as they do not find it challenging or dull.

5. CONCLUSION

As stated previously in the literature review, NLP techniques are effective in EFL learning as they improve the teaching-learning process by training the human mind and developing positive creative thinking skills. Such techniques create a positive learning environment that frees students from worries and psychological pressure, enabling them to become more resourceful and successful. Nevertheless, Pourbahreini (2015) claimed that the effect of NLP on second language learning and teaching, particularly in English, has not been studied adequately. This indicates a gap in the research that needs to be addressed to fully understand the potential of NLP in improving EFL learning outcomes.

The current study investigated the attitudes of NLP-trained students in the Department of English in the Faculty of Education-Tooralbaha, University of Lahj towards the impact of NLP techniques on developing their EFL oral fluency. The research findings indicated that students have positive attitudes and perceptions towards the impact of NLP techniques on developing their oral fluency in English. The findings implied that after the treatment, most of the students became familiar with NLP techniques and rated their knowledge of these techniques as good or very good. Most students expressed satisfaction with the NLP experiment and considered its techniques suitable for other EFL students. The findings confirmed that students enjoyed practicing NLP techniques, recognized the positive impact of NLP on their EFL oral fluency and showed a preference for speaking as their preferred language skill. Many students agreed that the exposure to NLP techniques encouraged positive classroom participation while reducing anxiety and shyness. The findings showed that before the training, most students felt less confident, hesitant, and nervous during oral tasks. After the training, there was a considerable increase in students' confidence levels, indicating the positive

impact of NLP techniques on students' psychological well-being.

To sum up, the research findings confirmed the validity of the research hypothesis which posited that NLP-trained students tend to have positive attitudes towards the impact of the NLP techniques on the development of their EFL oral fluency. The NLP techniques facilitated authentic communication experiences, instil psychological motivation, boosted confidence in addressing diverse topics orally and encouraged active language use. Moreover, students underscored the significance of addressing challenges such as limited time and inadequate training structure when implementing NLP techniques to fully harness their potential benefits. NLP techniques can link students with real-life interaction, make them feel psychologically motivated and more confident to discuss various topics orally and keep them active in using the language as communication rather than as a task.

6. RECOMMENDATIONS

Based on the research findings, here are some recommendations to be implemented by educators and institutions to harness the potential of NLP techniques to develop EFL learning outcomes, enhance students' oral fluency and promote a positive and engaging language learning experience. These can be achieved by the following:

1. Providing ongoing support and resources to EFL students to ensure their continued engagement and motivation in practicing NLP techniques. This can include creating opportunities for positive classroom participation, reducing anxiety and shyness, and fostering a supportive learning environment.

2. Providing training and offering support for EFL teachers to integrate NLP techniques into their teaching practices. This will enable them to create a positive learning environment, promote resourcefulness and success among students, and develop language learning especially oral communication.

3. Incorporating NLP techniques into the EFL curriculum to facilitate authentic communication experiences, instill psychological motivation, and boost students' confidence in addressing diverse topics orally. This will encourage active language use and help students view language as a means of communication rather than just a task.

4. Acknowledging and addressing challenges such as limited time and inadequate training structure when implementing NLP techniques. Develop strategies to maximize the potential benefits of NLP in EFL instruction and overcome any barriers that may hinder its effective implementation.

5. Conducting more studies on the impact of NLP techniques on language learning and teaching, specifically in the context of EFL. This will contribute to a more comprehensive understanding of the potential of NLP in improving EFL learning outcomes.

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