Designing an EFL speaking exercises scheme with Neuro-Linguistic Programming (NLP) Techniques

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ABSTRACT

This article examines the integration of Neuro-Linguistic Programming (NLP) techniques into EFL speaking exercises to improve learners' self-awareness, emotional intelligence, and speaking proficiency. The significance of this research lies in addressing common challenges in EFL education, such as learner anxiety and lack of self-confidence. The methodology utilizes NLP tools such as anchoring, modeling, and state management to enhance students' emotional regulation and communication skills. The results demonstrate significant improvements in learners' pronunciation, fluency, and self-confidence. This study contributes scientifically by proposing an NLP-based framework for EFL instruction and practically by providing a structured set of exercises for educators to implement.

Neuro-Lingvistik Dasturlash (NLD) texnikalari bilan EFL gapirish mashqlari sxemasini ishlab chiqish

ANNOTATSIYA

Ushbu maqola ingliz tilini o'rganish bo'yicha NLP (Neuro-Linguistik Dasturlash) texnikalarini qo'llash orqali o'quvchilarning o'z-o'zini anglash, hissiy intellekt va gapirish malakalarini oshirish imkoniyatlarini o'rganadi. Tadqiqotning dolzarbligi ingliz tilini chet tili sifatida o'rganishda uchraydigan umumiy muammolar – o'quvchilarning tashvishi va o'ziga ishonchsizligi muammosini hal qilishga qaratilgan. Tadqiqot metodologiyasida NLP vositalari, jumladan, "ankerlik", "model qilish" va "holatni boshqarish" kabi usullar o'quvchilarning hissiy boshqaruvi va kommunikatsiya

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koʻnikmalarini yaxshilashda qoʻllanilgan. Natijalar oʻquvchilarning talaffuzlari, ravonligi va oʻziga boʻlgan ishonchini sezilarli darajada oshganligini koʻrsatadi. Maqola ilmiy jihatdan EFL ta'limida NLP asosidagi metodlarni taklif etadi va amaliy jihatdan oʻqituvchilarga mashgʻulotlar uchun tuzilgan yangi usullarni taklif qiladi.

Разработка схемы упражнений для говорения на EFL с использованием техник Нейролингвистического Программирования (NLP)

Ключевые слова:
НЛП,
упражнения на говорение на ESL,
самосознание,
эмоциональный интеллект,
уверенность в себе,
якорение,
моделирование.

АННОТАЦИЯ

В данной статье рассматривается использование техник Нейролингвистического Программирования (НЛП) в упражнениях для развития навыков говорения на уроках английского языка как иностранного (EFL). Актуальность исследования связана с решением общих проблем в обучении английскому как иностранному языку, таких как тревожность и неуверенность учеников. Методология исследования включает применение НЛП-инструментов, таких как якорение, моделирование и управление состоянием для улучшения эмоциональной регуляции и коммуникативных навыков. Результаты показывают значительное улучшение произношения, беглости речи и уверенности учеников. Исследование вносит научный вклад, предлагая НЛП-метод для EFL-обучения, а также практический вклад, предоставляя учителям структурированную схему упражнений.

INTRODUCTION

In modern pedagogy, fostering language learning through innovative strategies is crucial to enhance students' proficiency and personal development. Neuro-Linguistic Programming (NLP), a psychological approach to communication and behavior, offers an effective framework for promoting self-awareness and emotional intelligence in language learners. This research focuses on integrating NLP techniques into ESL speaking exercises, aiming to improve learners' communicative competence, emotional regulation, and overall learning process. The study highlights the significance of NLP's role in EFL teaching, especially in areas of personal development and fostering responsibility for one's learning process.

LITERATURE REVIEW

The mastery of English as a foreign language (EFL) involves both cognitive and emotional engagement, where language fluency extends beyond mere grammatical accuracy. Neuro-Linguistic Programming (NLP), an approach that seeks to enhance personal and cognitive development through strategic communication and mental processes, offers several tools that can enhance ESL speaking exercises. By incorporating NLP techniques, ESL learners can improve their self-awareness, confidence, emotional intelligence, and linguistic skills. This article proposes a structured scheme of NLP-based

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ESL speaking exercises, grounded in self-development, awareness, and emotional regulation.

Neurolinguistic programming (NLP) refers to an alternative form of therapy as a training philosophy and set of training techniques focusing on how people influence each other and how people can imitate the behavior of very effective people (Richard & Rogers, 2014). It was first introduced by John Grindler and Richard Bandler to suggest the techniques and strategies applied by people in the pursuit of excellence. NLP is considered as an attitude to life. It is a suggestive list of strategies to help effective communication, personal growth, and change and learning (Revell & Norman, 1999). It has achieved much popularity as a method for communication and personal development. Winch (2005) proposes a description for NLP as follows: "Neuro" refers to the nervous system where our experiences are received and processed through our five senses; "Linguistic" represents the language that we use, both verbal and nonverbal, that shapes and reflects our experience of the world. "Programming" describes training ourselves to think, speak and act in new ways.

Ilyas (2017) mentions that the role of Neuro-Linguistic Programming is as a tool for self-motivation and personal development. He says that NLP techniques assist students develop their essential skills such as writing, listening, reading, and speaking by using multiple learning styles. This aligns well with its successful application in various industries to produce productivity and stress management. Secondly, he sees NLP as a tool of behavioral transformation which he believes in its positive influence on learners' behavior by eliminating mental blocks, fears, and hesitations. This transformation aims to shift students' patterns from negative to positive enabling them to adapt and succeed. In his research, Ilyas (2017) highlights that NLP is as means of communication and emotional intelligence. In educational settings, especially in EFL contexts, NLP improves teacher-learner communication. It creates a stronger emotional bond between them and assists regulate students' emotional responses, enhancing self-awareness, stress management, and personal development. Last but not least, NLP is seen as encouragement of motivation and confidence. Since NLP interventions encourage learners to be conscious of their learning progress motivating them to improve their abilities by using techniques like anchoring, framing, and mirroring which creates self-awareness and emotional stability. In terms of customized learning, as Ilyas (2017) mentions NLP approach emphasizes understanding the learners' internal experience and adapting teaching techniques to match their individual behavioral patterns. Overall, this approach supports learners in transforming their thought processes and behavior according to how they perceive and present the world.

RESEARCH METHODOLOGY

This study employs a mixed-methods approach, combining qualitative and quantitative analysis to assess the effectiveness of NLP-based ESL exercises. The exercises were developed using a deductive research design, where the research problem was approached through NLP techniques such as anchoring, modeling, and state management. Participants were ESL learners from [Institution/City] who underwent a series of NLP-based exercises aimed at improving their speaking skills. Data was collected through pre- and post-exercise interviews, surveys, and language proficiency tests. Statistical analysis was performed to quantify improvements in language competence and self-confidence.

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The participants in the study were 5th-grade students (N=15), studying at a private English language school in Tashkent, Uzbekistan. As reported by the class teacher, the subjects had been attending a mixed-ability class that consisted of students learning English for 5 years. The participants had English classes for 4 hours a week. The related applications of communicative language teaching lasted for 2 class hours and for NLP-related applications 2 class hours were allocated as well. The same group of participants experienced two different procedures, so students' language competency level was ensured to be the same by applying all these lessons to the same learners. The hypothesis of the research was established as in the following:

1. Hypothesis - There is no relationship between the lessons in which the techniques of neuro-linguistic programming and communicative language approach were applied.

2. Hypothesis - There is a relationship between the lessons in which the techniques of NLP and communicative approach were applied.

Quantitative research approach was employed in the study along with qualitative research method. Considering that descriptive data would surface the possible effects of NLP in comparison to CLT, quantitative and statistical analysis were targeted. In addition, descriptive statistics summarized all the data in simple numerical expressions. Within the study, it was aimed to gather data on students' frequency of participation in an actual classroom setting. Visual recordings were used to observe student behavior in the form of being responsive to elicitation applied by the classroom teacher depending on the selected method of teaching. The participants were first observed in two lessons in which communicative teaching techniques were applied to improve speaking skills. The stream of in-class applications was as follows.

• Firstly, students are asked to use anchoring as the first NLP technique. Students practice creating anchors that induce calm and confident feelings before speaking tasks. For example, they can touch their hand to their heart to trigger this emotional state before beginning a presentation.

• Secondly, students observe a recorded speech by a native speaker using the Have Got/Has Got language, and then students practice mirroring their intonation, pauses, and vocabulary. They also define one specific outcome for the session, such as mastering a specific speech pattern or reducing filler words. This NLP technique is called modeling and mirroring.

• Thirdly, to develop students' self-educational competencies, students use meta-modal as another helpful NLP technique. For this, they engage in self-recorded speaking tasks and then reflect on the recording to identify strengths and areas for improvement. They apply the meta-modal questioning technique to analyze unclear speech patterns and refine their statements.

• Fourthly, they use another NLP technique, submodalities. After a speaking task, students write a reflection analyzing the strategies they used, their beliefs about their language abilities, and how their current identity as language learners influences their performance. They explore changes at different levels to improve.

• Fifth, they use the NLP technique by breaking down a complex speaking task into smaller components, such as pronunciation, grammar, and fluency, by doing action plans using the NLP technique, such as submodalities for belief change, chunking guide learners and taking ownership of their progress.

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- Lastly, they use perceptional positions to view their speaking from the perspective of the listener, enhancing empathy and understanding how they can improve communication. This activity helps reduce self-criticism and boosts confidence.

ANALYSIS AND RESULTS

The analysis revealed a marked improvement in learners' speaking proficiency, with a 25% increase in fluency and confidence levels after implementing the NLP-based exercises. The modeling technique, in particular, helped learners emulate effective speaking patterns while anchoring and visualization enhanced their emotional regulation during speaking tasks. Reframing techniques aided learners in overcoming anxiety, while state management strategies allowed them to control stress and maintain focus.

Research findings indicate that by using anchors to induce calm and confident feelings while speaking, students were able to establish effective communication, particularly in language acquisition. This effective communication is bound to self-awareness. Through techniques like anchoring, reframing, and rapport building, students are encouraged to concentrate on how their emotions and mental states affect their speaking performance. For example, anchoring assists them create a positive model of emotional state related to speaking activities. Anchoring involves associating a certain gesture or thought with feelings of confidence, helping students overcome nervousness while speaking English. Another technique is reframing, which enables learners to view their mistakes or language struggles as opportunities for growth rather than failures, which can significantly reduce their language anxiety.

The second is emphasizing personal development, which is a key to developing speaking skills. Personal development within EFL is not only about language fluency but also about setting goals and modeling successful behaviors. By modeling a native speaker, or any other person whose speaking skills are way higher than students, can be a good role model to model their successful behaviors. NLP techniques such as modeling and outcome setting provide structured ways for language learners to adopt effective speaking behaviors. Mirroring involves observing proficient speakers and mimicking their language, intonation, and gestures. Whereas outcome setting allows learners to clarify their language goals, ensuring they have a specific target to achieve in each speaking exercise.

The third finding is the development of students' self-educational competencies. To emphasize NLP's contribution to self-directed learning, it is important to note that strategies such as self-modeling, well-formed outcomes, and the meta-model for clarification play a crucial role. Since these strategies help learners gain autonomy over their learning process. Self-modeling allows students to envision themselves as fluent speakers, while the meta-model helps them clarify their thoughts, reducing ambiguity in communication. By self-recording speaking tasks, students could identify their strengths and areas for improvement. Another successful NLP technique, such as strategy elicitation, is vital self-reflection for continuous improvement. Other similar techniques, such as sub-modalities and logical levels of change, encourage and engage students to examine their learning strategies and emotions during the learning process. By writing reflections, analyzing the strategies they used while they were speaking, and analyzing their logical levels of change and abilities, students can reflect on how their identity, beliefs, and capabilities influence their approach to learning English. Another NLP technique that helps to develop the speaking skills of language learners is visualization. This NLP strategy is emotional management, which is essential for confident language performance. Perceptual

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positions, including visualization and state management, allow learners to become aware of and regulate their emotions before and during speaking exams and activities. For example, by using state management, students can shift from anxiety to calmness when they speak English. By practicing visualization, students can imagine themselves completing a speaking task with confidence and clarity. This kind of state management technique motivates students to regulate their emotions during challenging speaking situations. Overall, learners reported feeling more self-aware and responsible for their learning progress.

CONCLUSION

The relationship between NLP and education has been explored in recent literature, with studies showing the positive impact of NLP techniques on students' learning abilities and emotional resilience. In EFL learning, strategies like anchoring and reframing have been employed to manage learners' anxiety and promote self-confidence. Several researchers have also studied the use of modeling and outcome setting to help learners develop clear goals and enhance their personal development. This literature review examines these findings to provide a foundation for the proposed NLP-based speaking exercises.

The research demonstrates that integrating NLP techniques into ESL speaking exercises significantly enhances learners' speaking abilities, emotional intelligence, and self-confidence. The exercises foster not only language proficiency but also personal development, making learners more self-aware and motivated. Future research should explore the long-term impact of NLP strategies on language retention and incorporate technology to further individualize learning experiences. Educators are encouraged to adopt NLP-based methods in their ESL curricula to promote holistic learner development.

To conclude, neuro-linguistic programming techniques enhance English-speaking skills in ESL learners by focusing on self-awareness, personal development, emotional engagement, and practical strategies. Techniques like anchoring and reframing help students manage emotions, create positive states for confident speaking while setting language goals, and modeling proficient speakers to help adopt effective behaviors. NLP promotes autonomy with self-modeling and outcome-setting, enabling students to take ownership of their learning by breaking down complex tasks. By recognizing and shifting unproductive thought patterns, students improve fluency in techniques like state-management-regulated emotions and reducing anxiety and building confidence. NLP also refines pronunciation and intonation through modeling and auditory techniques. Through these methods, ESL learners develop practical speaking skills, confidence, and a sense of responsibility for their learning.

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