EFFECTIVENESS OF NEURO-LINGUISTIC PROGRAMMING IN TEACHING ENGLISH

A Thesis submitted to the Department of English Education

In Partial Fulfillment for the Master of Education in English

Submitted by

Koushila B.C.

Faculty of Education,

Tribhuvan University, Kirtipur

Kathmandu, Nepal

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that Ms Koushila B.C. has prepared this thesis entitled "Effectiveness of Neuro-Linguistic Programming in Teaching English" under my guidance and supervision**.**

I recommend the thesis for acceptance.

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DECLARATION

I hereby declare that to the best of my knowledge this thesis is original no part of it was earlier submitted to the department of research degree to any university.

Date: 17-03-2015 Koushila B.C.

Dedicated to

Through the corridor of my heart to my respected parents, my brothers and sister, my dear husband, who inspired me to pursue the infallible ways for getting success.

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Date:17-03-2015 Koushila B.C.

Abstract

This study Effectiveness of Neurolinguistic Programming in teaching English attempts to find out the effectiveness of Neuro-Linguistic programming in teaching English language. All the thirty students of grade eight of Mount Everest English School, Kapan-3, Kathmandu were sample of this study. I myself was involved in experiment for the purpose of carrying out the research. A pre-test was administered immediately after classroom teaching. The students were divided into two groups on the basis of odd and even number according to their roll number. Similarly, one group (group A) was taught through Neuro Linguistic Programming technique and another group (group B) was taught through GT and CLT techniques. Our English up to unit III and some grammatical items from grammar and composition were taught to each group. Then a post-test was administered. Furthermore, the result of these two tests (pre-test and post-test) was compared to determine the effectiveness of Neuro-linguistic Programming in teaching English. The results of this study shows that NLP technique is better, more effective and more motivating than other traditional techniques in teaching English.

This thesis comprises five chapters. Chapter one deals with introduction which consists of general background, statement of the problems, rationale of the study, objectives of the study, research questions, significance of the study, delimitation of the study and operational definitions of the key terms. Chapter two deals with the review of related empirical literature, implication of the review for study, review of related theoretical literature and conceptual framework .Chapter three deals with methods and procedures of the study. It consists of design of the study, population and sample, sampling procedure, data collection procedure, dada analysis and interpretation procedure. Chapter four incorporates to the results and discussion of collected data. The last chapter consists of summary, conclusion and implications of the study. The implication is further presented into three levels as policy, practice and further research.

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LIST OF SYMBOLS AND ABBREVIATIONS

Avr .score	:	Average score
D	:	difference between the (avr.) marks of pre- and post- test
D%	:	Differences in percentage
Dr.	:	Doctor
i.e.	:	That is to say
M.Ed.	:	Master of Education
Mr.	:	Mister
Mrs.	:	Mistress
No.	:	Number
Prof.	:	Professor

CHAPTER-ONE

INTRODUCTION

The present study on “Effectiveness of Neuro-Linguistic Programming in Teaching English” consists of general background of the study, statements of the problem, rationale of the study, objectives of the study, research questions, and significance of the study, delimitations and operational definition of the key terms under introduction.

1.1. Background of the Study

Language is most widely used systematic means of communication. According to Sapir (2008,p.8) “Language is purely human and non-instinctive method of communicating ideas, emotions, desires by means of voluntarily produced symbols”. English language is being a global language. In recent years there has been a grass-root move towards making education more efficient and complete. The desire among teachers to find ways to help all their students and to develop a greater similarity between their teaching style and the learning processes of their different students are in growing context. Principle of language teaching and learning are important for generating various context-dependent approaches to learning an L2.There has been a discernable interest in education in alternatives to traditional methodologies. The increased interest in these fields has been matched by the advances in the study of the brain made possible by technological progress. We know so much about what happens in the brain and how changes in the physical and emotional state of a person affect the whole human system.

There are several approaches and methods in language teaching, which are established and widely used as the source of guidelines for the appropriate methods and procedures of teaching and learning of the target language. Among them I am going to explain about the Neuro-Linguistic Programming. It focuses on manipulation with mental process via language.

According to O'Connor (2004, P. 15.) the name 'Neurolinguistic Programming' comes from the three areas it brings together:

N= Neurology- The mind and how we work

L= Linguistic- How we use language and how it affects us

P= Programming- How we sequence our actions to achieve our goals.

NLP is defined by the Oxford English Dictionary as "a system of alternative therapy, intended to educate people in self-awareness and effective communication, and to model and change their patterns of mental and emotional behaviour."

> "NLP is… a collection of techniques, patterns and strategies for assisting effective communication, personal growth and change and learning. It is based on a series of underlying assumptions about how the mind works and how people act and interact." Revell and Norman (1997, p.14 as cited in Richards and Rodgers, 2010, p.125)

NLP is not a language teaching method. It does not consist of a set of techniques for teaching a language based on theories and assumptions at the levels of an approach. NLP practitioners believe that if the language teachers adopt and use the principle and some of techniques of NLP, they will surely become more effective teachers.

1.2. Statement of the Problems

Language teaching requires the development of communicative competence and appropriate use of language according to the context. English is a language which is accepted as an international language. So in our country also English has crucial role and importance in educational institutions, offices, trades, and business and so on. Change and development are the vital results of learning, which people can experience through their lives. Besides our physical changes, our ideas, tastes and our subjects of interest have also been changing day by day. Gun (2005, p.26) asserts, "People actualize changes all at once. Nevertheless, there can be a time period between

becoming aware of the necessity to change and actualize it, which means giving decisions and taking action." This issue can be an important and crucial period for the students of a foreign language.

While using different methods and techniques, one of the most significant problems is the inaccurate ways of using subconscious mind. While doing so they use some methods of their own which make the learning process more difficult and become unsuccessful in learning. Thus, the important role of the teacher is to recognize this problem and find out appropriate techniques and suggestions which have been recently applied in Neuro Linguistic Programming to guide learners to cope with this problem in the language learning process.

Another important problem which affects the learning process is how learners experience the world. Human beings experience the world through their five senses, which are called representational systems in NLP. Harmer (2001) notes that these systems are in the acronym 'VAKOG', Visual (we look and see), Auditory (we hear and listen), Kinesthetic (we feel externally, internally and feel movement), Olfactory (we smell things), and Gustatory (we taste). These concepts reveal that students have various experience of learning which teachers should recognize in order to teach second language effectively.

1.3. Objectives of the Study

The present study has the following objectives:

i. To find out the effectiveness of NLP technique in teaching English, and
ii. To suggest some pedagogical implications.

1.4. Research Questions

The study focuses on the following research questions.

i. Are the techniques like modeling, creating rapport, and representational systems be beneficial in learning and teaching English as a second language?
ii. Does the NLP change the learning behavior of learners?

1.5 . Significance of the Study

This study assumes that if the learners are exposed to the techniques of NLP more often in their classes, the learning process will be much more understandable, easier, interesting and amusing for learners. Developing the awareness of what is happening in the classroom and the flexibility to respond appropriately is essential to the successful application of NLP techniques. NLP techniques can also be applied in counseling, management training, teachers training, sports training, sales and marketing and speech therapy. In these areas, people will be benefitted through psychological use and twist of language according to the changing situation. It means NLP technique helps us to handle in an effective way.

1.6. Delimitations of the study

This study will have the following delimitations.

i. This study will be limited to only one school, Mount Everest English School, Kapan-3, Kathmandu.
ii. All students of grade (viii) will be involved in the study and they will be taught for one month duration.
iii. This study will be limited to only modeling, creating rapport and representational system applied in NLP.

1.7. Operational Definition of Key Terms

NLP: an approach to language teaching for effective communication that describes how the brain functions to make people engage in action, reaction and interaction.

Representational System: primary senses of human body to experience the world.

Outcomes: a specific sensory-based designed goals and objectives.

Rapport: a way of maximizing similarities and minimizing differences between people.

Flexibility: making adjustments in our behavior if necessary.

Modeling: the process of discerning (good judgment) the sequence of ideas and behavior that enables someone to accomplish a task.

CHAPTER-TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUL FRAMEWORK

The present chapter explains the existing literature and research related to the present study for the purpose of finding out what had already been studied and how the present research becomes helpful to the study.

2.1. Review of Related Theoretical Literature

In order to conduct the research work we should have the explicit knowledge regarding the theoretical aspect of the research tool and its application in learning and teaching field. Therefore, in this section I have mentioned some topics related to my research work.

2.1.1. Various Approaches to English Language Teaching

Language teaching itself is a challenging job as the children have deep rooted psychology of the first language which they learn after birth as a fundamental means of communication. So, it is necessary to apply the suitable method to teach second language though no methods are complete in themselves. There are various attempts to define the process of teaching and learning which resulted into the variation in definition. However, there is one common point that most methodologists agree upon – the process of teaching a foreign language is a complex one. It usually involves three major steps: the teaching acts of presenting and explaining new material, providing practice and testing. The success of the process of teaching and learning largely depends on the participants; teachers and students who have their own needs, roles, and responsibilities.

A good teacher keeps learners' level of motivation high, divide the work into manageable chunks, give them a constant series of small successes, keep them in a good emotional state and satisfy their intellectual curiosity about the subject. The

appeal of methods and approaches are extended if they are selected according to students' learning styles. Here, I am going to explain the few important methods and approaches of language teaching which are commonly used in teaching learning practice, they are; behaviorist, functional ,natural, Multiple Intelligence, NLP, Communicative Language Teaching ,Task Based Language Teaching and so on. The Communicative approach or the CLT emphasizes the importance of language functions rather than focuses on grammar and vocabulary. The main principle of CLT is to train students to use language forms appropriately in a variety of contexts for a variety of purposes. GT method is traditional method, where the teacher explains and translates things in mother tongue. The teacher's role is as a lecturer, there is no place of creativity of students.

All the methodologies are applicable in different contexts as no method is perfect in solving all the problems of language teaching. Neuro-Linguistic Programming appears to hold much potential for teaching and learning. There are, for example, profound implications of adopting an underlying cybernetic epistemology in the practice of education. There are many possible examples of applications at the level of technique in education and training. NLP is commonly used to offer solutions to problems encountered in teaching, for example to do with classroom management, creating rapport etc.

NLP was developed in the early 1970's from the collaboration of John Grinder, an Assistant Professor of Linguistics at the University of California, Santa Cruz, and Richard Bandler, a mathematician and a graduate student of psychology. NLP is an attitude and a methodology that leaves behind a trail of techniques. Grinder and Bandler emphasized the fact that we communicate about our experiences to ourselves and to others through two means:

1. The neural part of NLP is concerned with our neurology, that is, how we experience the world through our five senses and represents it in our minds through our neurological processes.

2. The linguistic part of NLP is concerned with the way the language which shapes, as well as reflects, our experience of the world. We use language – in thought as well as in speech – to represent the world to ourselves and to embody our beliefs about the world and about life. If we change the way we speak and think about things, we can change our behavior. We can also use language to help other people who want to change (Revell and Norman, 1999, p. 14).

NLP developed in two complementary directions: Firstly, as a process to discover the patterns of excellence in any field, and Secondly, as an effective way of thinking and communicating used by outstanding people. These patterns and skills can be used in their own right, and also as feedback into the modeling process to make it even more powerful. In 1977 John and Richard were giving very successful public seminars all over America. “NLP grew quickly; in America to date, more than 100,000 people have done some form of NLP training” (O’Connor and Seymour, 1990, p. 3). Thus, the basic goal of NLP is to increase the quality life of the people by assisting them to identify and accomplish their goals, and to enable them to interact more effectively with other. It is a means of achieving intra-personal and inter-personal excellence.

NLP offers skills in interpersonal communication and practical ways to change the way you think and behave. Millions of people have used its simple principles and techniques to build better relationships, establish a new level of confidence and achieve success in every aspect of their lives (Alder and Heather, 1999, p. 12).

NLP also studies how we structure our subjective experience how we think about our values and beliefs, how we create our emotional states, and how we build our internal world and give it meaning. NLP is the premier psychological field that deals with the internal subjective world from the inside (O’Connor and Lages, 2004, p.9). This technique suggests that anyone can be excellent in their reactions and responses if they are exposed to the tools, and questions the assumption that we have to live with our own particular strengths and weaknesses.

Natural learning is another important issue in NLP. NLP suggests that learning comes easily and naturally to human beings. As children we learn something without any great effort and we can continue to develop ourselves in the ways we choose and become the person we want. NLP is not the only and first approach which proposes these principles. These principles can also be found in many philosophies throughout history. Nevertheless, NLP differs in that NLP offers a framework for developing yourself entirely on how people set themselves up unconsciously when they are being excellent. It spells out the underlying principles which enable people to develop their potential in whatever context and by whatever specific path. This provides a universally applicable framework, with room for customizing to suit individual and cultural needs, not as imposed rigid structure which limits possibility rather than extending creative potential (Kamp, 2004, p.27).

NLP gives a person the chance of constructing his/her own unique version in order to be an excellent member of a society by offering basic fundamental patterns of excellence. It places more emphasis on doing than knowing. NLP consists of four pillars which are said to be the mind of NLP: the fundamental concepts which support the core aspect of NLP. These pillars can be classified as:

1. *Outcomes:* Outcomes in NLP stand for goals and objectives. Knowing what you want is an essential part of getting it. In everyday life we talk about having an aim, goal or target, but in NLP the term used is outcome, and the enormous value of knowing your outcome in any particular situation is the reason for it being one of the pillars on which NLP is built. "NLP offers a comprehensive process for refining outcomes to make them 'well-formed', describing them in detail and imagining what it is like to have them already (Bavister and Vickers, 2004, p.13).

2. *Sensory Acuity* is the capacity to observe or detect fine details, and relates to using your senses to be aware of what is going on around you. People vary enormously in what and how much they notice by looking, listening and feeling.

3. *Behavioral Flexibility:* Pillars one and two are the first stages of a simple but crucial feedback loop. When we start by knowing what our outcome is and use our sensory acuity to observe what is happening around us, the feedback we get allows us to make adjustments in your behavior if necessary. If the actions taken are not leading us in the direction we want to go, it is obvious that we should try something different, but many people lack behavioral flexibility and simply keep on doing the same thing.

4. *Rapport:* The pillars mentioned above will allow us to achieve pretty much whatever we want, unless other people are involved. Then we may need their co-operation, and for that we need a relationship based on mutual trust and understanding. The secret of establishing and maintaining such relationships is rapport. Rapport can be thought of as the glue that holds people together. Most of the time, it seems to happen naturally, automatically and instinctively. “NLP considers rapport to be a skill that can be enhanced and developed and we will be looking at many ways of doing so, such as adapting our communication to suit the people or altering our body language to match with them. (Bavister and Vickers, 2004, p.14).

NLP has the reputation for introducing some powerful tools for personal change, one of which is called neurological levels, which was developed by Robert Dilts. According Bavister and Vickers (2004, p.15), “NLP provides a framework for understanding personal change issues, and makes it easier to know where best to intervene when working with ourselves or with others”.

2.1.2. Core Concepts in NLP

This chapter gives some information about the core concepts, which include representational systems (VAKOG), modeling and Creating Rapport.

2.1.2.1. Representational Systems

People experience the world through their five senses, which are also named as 'representational systems' in NLP. These five systems are shortly called 'VAKOG' in NLP. These systems are as follows:

1. Visual → We look and see.

2. Auditory → We hear and listen.

3. Kinesthetic → We feel externally (= tactile).

We feel internally (= visceral/emotional).

We feel movement (= psycho-motor).

4. Olfactory → We smell things.

5. Gustatory → We taste.

If people do not have physical or psychological problems, they use all five systems to experience the world. However, the ones that most people use predominantly are Visual, Auditory and Kinesthetic. To this main classification, Alter and Heather have added one more entity, which they named as Auditory Digital, which is sometimes referred to as self-talk. As human-beings we use all these representational systems all the time. Alder and Heather say:

> In establishing rapport, a person's representational system provides an important area of likenesses. The way that a person creates and runs their 'mental map' reflects their true identity. If you can identify and use a person's primary representational system, you will, in effect, 'speak their language', and will communicate better. Mutual understanding will increase because of the common system you both use. (1999, p. 88)

In order to communicate better and create accurate rapport, first we have to recognize a person's sensory preference. In conclusion, people should use a different range of representational systems in order to be more successful and efficient in communication. They should also observe other people's representational systems while conveying rapport with others.

2.1.2.2. Modeling

Modeling is the starting point for the whole system of beliefs and techniques in NLP and it is at the heart of NLP, which is the study of excellence. It is the process that makes explicit the behavioral patterns of excellence. This concept is based on the presupposition that if someone can do something, then I can learn to do it too by modeling myself on that person. People often take others as role models at various times in their life, which can be either conscious or non-conscious.

In O'Connor and Seymour (1990) words:

> Modeling is a difficult and complicated task to handle; however, people can learn and improve it by noticing, observing and copying others. "If it works, this means that you have actualized 'modeling', but if it does not work, go back over the steps to find out if there is anything you have missed, may be a key belief or a representation or a crucial sub-modality and incorporate the missing piece. Then practice the strategy again (181).

Modeling is a process for capturing, encoding, replicating and transferring expertise. Modeling is the ideal front end to training based on someone's theory of what works. A model can only work –or not. If it works, it allows a person to get the same class of results as the person from whom the model was taken. O'Connor, (2001, p.79) says:

> For NLP to survive as a discipline, body of knowledge and methodology, it needs to continue to create more models from every field –sport, business,

sales, education, law, training, relationship and parenting. Modeling excellent behavior leads to excellence. If a person finds someone who is extremely good at doing something and s/he does exactly what this person does, s/he will be excellent. It is difficult and complicated task to handle; however, learners can learn and improve it by noticing, observing and copying others.

Thus, modeling is easy means of learning. It is interesting and attractive as well. The learners develop communicative skill through modeling.

2.1.2.3. Creating Rapport

Rapport is the quality of relationship that results in mutual trust and responsiveness. We can gain by understanding and respecting the way another person sees his world. It is essential for good communication. Rapport is the quality of a relationship of mutual influence and respect between people. It is based on presupposition that satisfying relationships are built by rapport, not agreement. O'Connor (2001, p. 40) says "we can build / create rapport by following ways:

- By taking a genuine interest in another person.
- By being curious about who they are and how they think.
- By being willing to see the world from their point of view.

Rapport is meeting others in their world, trying to understand their needs, their values and their culture and communicating in ways that are congruent (corresponding) with those values. You do not necessarily have to agree with their values, simply recognize that they have a right to them and work within their framework not against it (Rylatt and Lohan 1995, p.121).

Following activities according to O'Connor (2001, p. 40) can be done to create rapport:

- Building trust
- Pacing and leading
- Matching and mismatching
- Respecting and understanding the belief and values
- Sharing interests

In this way, Rapport promotes mutual relationship between teachers and learners. The friendly environment in the class room helps to solve even the complex issues. Making interest, matching and sharing the belief and values of other are the major aspect of creating rapport.

2.2. Review of Related Empirical Literature

Neuro Linguistic Programming has ample use in various fields such as education, medicine, psychology, office management and to manage personal life by giving due priority to the positive thinking in life. Teachers in schools with different degrees are found not to show any significant difference in using NLP techniques.When teachers feel emotionally exhausted and depersonalized, it does not make any difference that what their degree is. The boring and disruptive environment with forcing too much pressure on the part of teachers can cause burnout even in higher educated teachers. But this is not the case in informal settings.

Sevin T, Saman (2006) has carried out a research on “Effective ways of teaching and learning English through NLP techniques.” The aim of the study is to investigate the current attitudes of and to assist the teachers of the learners who are learning English as a second language become teachers, and consequently lessen difficulties and barriers which their learners come face to face with during the process of learning by using an alternative method which is called NLP.

Fitriana, Irta, (2012) has carried out a research on “Neuro-Linguistic Programming as student’s energizer.” The aims of this study are to measure effectiveness of NLP guiding principles. His findings is NLP presuppositions have a very big role to assist students become inspired, energized and motivated to study is to let them understand internal state such as excited, happy, interested or curious work great in educational environments to facilitate positive academic response.

NLP offers valuable insights in a technical sense on the psychological skills for understanding and influencing people. Hence, NLP offers tools and practices for anyone to stimulate their system intelligence. In his research paper Fitriana describes Neuro-Linguistic Programming as therapy of human anxiety. He asserts:

> NLP is a therapy which can be used either in psychotherapy to help a client with a problem being experienced in their life or for personal growth in their life. Personal growth will probably evolve in either case as the therapeutic use of NLP will result in the awareness of more choices providing greater freedom to choose a positive outcome realistically. (61)

From the readings, NLP would be valuable in many other areas of Management Systems. It has already been applied successfully in the fields of management and business by some NLP Master Practitioners. Neurolinguistic programming is not just a language teaching method, it is a humanistic philosophy and a set of beliefs and suggestions based on popular psychology, designed to convince people that they have the power to control their own and other people's lives for the better and practical prescriptions on how to do so. Neuro Linguistic programming practitioners believe that if language teachers adopt a use the principles of Neuro linguistic programming, they will become more effective teachers. Psycholinguists and Neuro Linguists have focused their investigations with bilinguals on the use, acquisition and eventual loss of the first language (L1). However, studies of second language (L2) acquisition and use are gaining importance.

NLP principles can be applied to the teaching of all aspects of language, according to Revell and Norman. The principals are equally essential in communication, modeling human behavior, and to unravel the unconscious mind. It has its empirical importance to motivate and interconnect human activities to the surrounded environment.

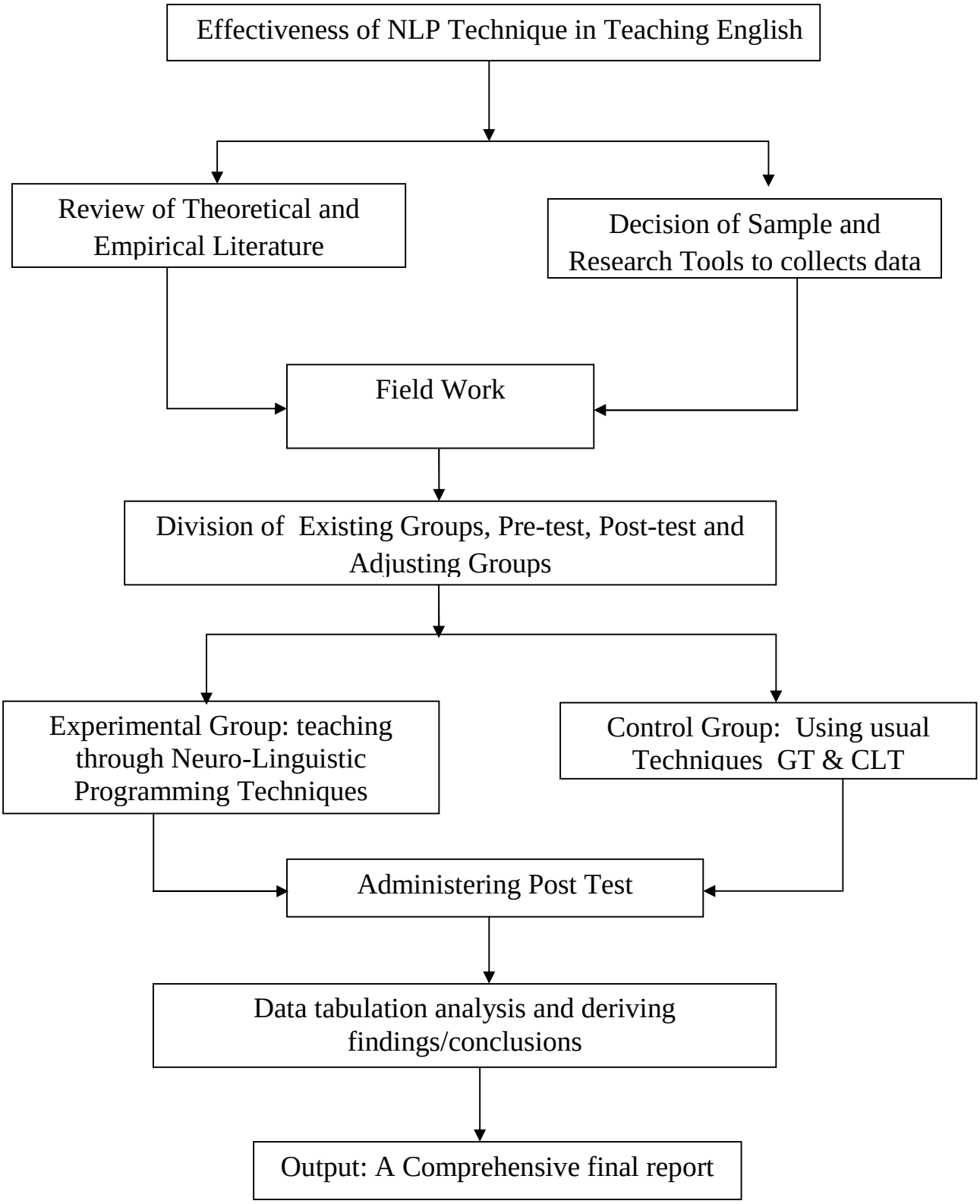
2.3. Implication of the review for the study

I've reviewed some related literature similar to my research work i.e. "Effectiveness of NLP techniques in teaching English." I haven't found any research work regarding NLP conducted under the department of Education, TU, Kirtipur. But I have reviewed some literature conducted by foreign researchers, and also visited some articles done about NLP. I got more ideas about how to conduct research and various components, types, sub-skills, techniques etc. of teaching after reviewing their research works.

Fitriana, Irta (2012) conducted a research on " NLP as students' energizer". In the same way, Sevin.T (2006) has also carried out a Research on "Effectiveness of teaching and Learning English through NLP technique." After reviewing these works I have got a desire whether the NLP technique is useful in our context or not. They have done survey research on NLP but I'm going to experiment whether NLP technique is effective in our context.

2.4. Conceptual framework

The study on "Effectiveness of NLP Technique in English" will be based on the following conceptual framework.



CHAPTER-THREE

METHODS AND PROCEDURES OF THE STUDY

This chapter deals with the methodology adapted during the study. I will adapt the following methods to accomplish the objectives of my study.

3.1. Design of the study

A research design is a procedural plan that is adopted by the researcher to answer question validity, objectively, accurately, and economically. The research that I am going to conduct falls under experimental research. Experiment is a scientific method of discovering truth in the laboratory setting. It is an approach to educational research in which certain hypothesis is verified or tested by setting up experimental situation. Experimental research is a systematic and logical method of testing certain hypothesis. The main purpose of experimental research is to find out the cause-effect relationship between the dependent and independent variables either by testing the hypothesis or by verifying the existing theory.

Kumar (2006,p.100)says, “In an experimental study the independent variable can be observed, introduced, controlled or manipulated by the researcher or someone else; where as in non-experimental study this cannot happen as the assumed cause has already occurred.”Similarly, Richards (2010,p. 133) says “the description of the purposes of the research, Its plan, the statistical procedures used etc. in an experimental study is called the experimental design.”

In experimental research hypothesis is already determined before conducting the research or before collecting the data and research is carried out to strengthen or falsify the hypothesis. Therefore, we can say that experimental research is Hypothetico-deductive study.

The four essential characteristics of experimental Research in Koul’s (2001, p. 467) views are as follows:

i. Control,

ii. Manipulation,

iii. Observation, and

iv. Replication

There are various types of experimental design. Various scholars have given various experimental designs. According to Campbell and Stanley 1966, as cited in Shubhechchhu and Yonghang , 2011, p.174 ,designs of experimental research are as follows:

i. The post-test only equivalent – groups design.

It is one of the most effective designs in minimizing the threats of experimental validity. Population is randomly selected and assigned to controlled and treatment groups. The experimental group is treated by introducing a change variables but the control group is taught the same set of concept. When the experiment is completed then, post-test is administered and the differences between the mean scores of experimental and control groups are subjected to the statistical analysis. It is assumed that the mean scores is found in favor of experimental group.

R	X	O1
R	X	O2

Where,

R= randomly sampled

X= experimental group

C=controlled group

O= observation

Findings=O1-O2

ii. The post-test only equivalent research design

iii. This design is mostly used to compare the final result. A group that is assumed to be a controlled group also gets the special treatment like the one that is

provided to the experimental group. A post-test is administered after the intervention. Both the groups in this design, seems to be same structurally but they are different functionally.

R	X	O1 (treatment group)
R	X	O2 (control group)

Findings=O1-O2

iv. The pretest-protest equivalent groups design

A pre-test is administered before the application of the experimental and controlled treatments. A post-test is administered in both the groups after the intervention and the result of both the groups are taken as a matter of study. The pre-test is administered to find out the initial differences whereas; Post-test differences would not be due to initial differences prior to training.

Pre-test		post-test	
R	O1	X	O2
R	O3	X	O4

iv. The Solomon's four-groups design

The subjects are randomly assigned into four groups in this design. Out of four two groups receive special treatment but two do not. Pre-test is administered to one controlled and one experimental group whereas post-test is administered to all the groups. This design is the combination of the post-test only equivalent groups design and the pretest-posttest equivalent groups design.

Pre-test		post-test	

R	O1	X	O2
R	O3	C	O4
R		X	O5
R		C	O6

Findings=O2-O1

O4-O3

O6-O5

Among these research designs, I will apply “The pretest-posttest equivalent groups design.”

3.2. Sample of the study

All grade VIII 14 students of Mount Everest English School, Kapan-3, Kathmandu, were the population and sample of study.

3.3. Sampling Procedure

I selected the students of grade VIII studying at Mount Everest English School, Kapan-3, Kathmandu, where I have been teaching. They were selected as the sample population by using simple random sampling procedure to divide the students into two groups.

3.4. Data Collection Tools

As my research design is experimental one, I used only a set of tests as tool to elicit the required information for my study. The test consisted of both pre-test and post-test with same questionnaires. The test items were objective and subjective in nature. The test items were 5 in numbers and of 50 full marks. The language functions were describing their experiences in present perfect tense, describing pictures and giving answer by reading story (see the text items in appendix I). The lesson plan is in

appendix II. I found students' language competence by adminstering a set of written test of 50 marks.

3.5. Data collection Procedure

To conduct the experimental research, I used the following procedures to collect the required data.

a. I prepared a set of test items to measure the proficiency of the students. I selected the grade VIII students of Mount Everest English School to experiment my research where I have been teaching now.
b. I requested the Students to take part in pretest in the class room within one thirty minutes. The process was the same as other examination.
c. After that, students' written response was marked and they were ranked on the basis of obtained marks though their roll number is not determined based on the rank system.
d. I divided the group into two groups on the basis of odd and even numbers. Odd numbers were in group 'A' and even ones were in group 'B'.
e. I started teaching separately in control group (Group B) and experimental group (Group A). Control group was taught through CLT and GT method and experimental group was taught through NLP technique. Each group was taught five days in a week, one period a day and each period at least 40 minutes a day.
f. I taught Our English Book up to unit three and some selected grammatical items from grammar and composition within the period of one month including all skills of language.
g. After completion of the classroom teaching I used the same set of test items in post-test. A post-test was given to the students of both groups. Then the results of both tests were captured to determine the effectiveness of Neuro-linguistic programming in teaching English.

3.6. Data Analysis and Interpretation Procedure

The process of data analysis started with the collection of marks according to the pre-test and post-test of the students. Analysis of data and interpretation data can be seen as the process of bringing order, structure and meaning of the marks of collected data. In this research, data analysis is taken from marks of pre-test of all the students of grade VIII and comparing all those marks with post-test marks.

Three teaching items of English were included and all their marks were analyzed separately. Simple statistical tools were used to analyze the data obtained from the pre-test and post-test of the students. All the items given to the students were analyzed by categorizing on the table and through description of all those items. Three items were categorized on the table as grammar, question-answer and free writing. The marks were analyzed and put in a tabular form and were converted into percentage according to the items. The marks were analyzed by comparing separately under different headings.

a. Holistic comparison

b. Group-wise comparison

c. Item-wise comparison

Similarly, I have used simple statistical approach and description approach to analyze the marks of the students. All the detail information of analysis and interpretation lies on chapter four.

CHAPTER - FOUR

RESULTS AND DISCUSSION

This chapter consists of detailed explanation of research with detail analysis and interpretation of the data collected from the students. Similarly, results and discussion of analysis have been stated.

4.1. Explanation of research

Language teaching itself is a challenging job. It is necessary to apply the suitable methods to teach second language though no methods and techniques are complete in themselves. We can use different techniques and methods in different in different contexts while teaching the English language.

In my research work I did experiment whether the NLP technique is effective in language teaching learning activities or not. I taught for 24 days in class VIII separately for two groups. Controlled group was taught by traditional techniques and approaches like CLT and GT where as experimental group was taught through NLP technique. The contents, level of students was same only the teaching technique was different. I taught Our English Book of grade VIII up to unit three and some grammatical items from grammar and composition including all language skills. I had used following techniques of Neuro Linguistic Programming in English language teaching which is described in brief.

4.1.1. Representational System

I taught whole unit one from Our English and present tense and preposition from grammar and composition for nine days.I would like to present some lesson as example. I taught present perfect tense for controlled group through communicative language teaching, where students were asked questions in present perfect tense and they have to answer in the same tense. They were just answer blindly because they were not aware about the structures. On the other hand in experimental group I gave

students a guided fantasy before teaching so that they could feel internally that they themselves were doing the activities in real. For example, students are asked to relax, close their eyes and listen the fantasy i.e. imagine a biscuit that u really like. Now you have eaten it… In this way students visualized through their sense of taste. Then they internalized structures through their sense experience.

Similarly, I taught preposition through GT method to controlled group but same topic I taught representational system: visual. For controlled group I just explained where we use which preposition. For e.g.-We use 'in' if the thing is inside something. We use 'on' if thing is above something. But same thing I explained to experimental group by showing pictures. For e.g. -Where is the calendar?

-Where is the dust particle?

- Where is book? (Putting on the table)

It is totally mental process so at first I feel difficulty to measure their sense experience. In gustatory I feel myself quite confused but me as well as my students feel easy to learning by using their visual representational system. They were clear in subject matter by observing and seeing through example than just listened the lecture. So they saw, they tasted and they internalized the language items which is effective for learning.

4.1.2. Creating Rapport

I taught whole unit two of our English which includes reporting instructions, greeting people and developing story from pictures for eight days.A lesson as a example. I taught developing story from pictures for controlled group through communicative language teaching. Firstly, I asked students to predict the topic by showing picture. Then students asked to describe the picture in the English language. Their main points had written in the white board. Class was interactive; students were saying something about the pictures. But problem was that only the talent and competent students were speaking but shy and back benchers were not intended to speak. They had the fear of

making mistakes. Another problem was they were not aware about the ten se used in story. Sometime they told in present tense and sometimes in past tense. But the class was interactive.

On the other hand, same lesson I had taught to experimental group by creating rapport. In this lesson firstly, I cracked a joke for the students' motivation towards study. Then I asked students to describe pictures. I praised their answers and wrote their sentences on the white board. As a result students were hurry to guess about the pictures. I called some shy students and made them team captain and asked to make a sensible story by doing group work. When students were busy in group work I observed the whole class and called those students who were passive. I created learner-friendly environment and created the situation where students can easily argue or against about story. The best group was awarded in the classroom. In this way students were feeling free to discuss and tell their ideas about pictures. I felt that shy students were also eager to say something though their structure and language was a bit deviated. I strongly support their voice with correction. There was not any feeling of fear. They were able to ask to their teacher about difficult words and spelling. In this way they developed story easily.

Similarly, while reading greeting students were close to each other. Firstly, I greet them for e.g. -Hi Aayusha, welcome to our school.

-Hi Samrat good to meet you.

Later, students also did without any hesitation. Teaching unit twoin both groups,I can conclude that though communicative language teaching technique is effective way of language teaching and learning, we have to consider some factors that boost up students' ability of speaking. If we create rapport among students then they feel free to speak and can argue. Minimizing shyness is one of the better techniques while learning language. Unless and until we are close to students they have fear of making mistakes even they know something they are not willing to speak. So creating rapport is powerful means of making teaching-learning activity effective.

4.1.3. Modeling:

Through modeling technique I taught unit three from Our English, some confusing words and pronouns from grammar and composition for seven days. For e.g. while teaching the story of Icarus first of all I asked students to sit in a relax position as a result they could be concentrated towards teaching learning activity. Then I asked some students to come in front of the class to perform the role of story. I simplified their role and gave them some real objects like sticks, candles, feathers. Students visualized their scene and they perform the story as role model. Other students were observing interestingly their act. After role model performance, I asked students to read story and compare with role model. For their comprehension I asked some questions related to lesson.

E.g. -Why were Deadalus and Icarus kept into the maze?

- Is there happy ending? Then students did group work to summarize the paragraphs.

Controlled group was taught this lesson by GT method. The teacher translated the whole story and students were passive listeners. To compare these both group, experimental group students participated actively and were interested in learning. They were visualizing the theme by observing their friends' role model. To check their comprehension I asked some sets of questions for both group. But group A was able answer the questions properly .Group B students were feeling difficulties to paraphrase the story in second language. Through this I came to know that providing students with examples or modeling precisely how to do something or demonstrating is very effective technique to understand students then only translating or explaining things in words.

Similarly, I taught pronouns through modeling technique. While teaching this grammatical item I used drilling technique of modeling. First I presented pronouns with their objective and possessive form. Then I wrote some complete sentences with noun and some partial sentences as in the example and asked students to complete it by its pronoun.

E.g.- Teacher: I like cheese.

Students: I like it.

Teacher: I like boys

Students: I like…….

Several examples and drilling had done here. On the other hand, for control group I used GT method. I explained them we use he/she/it for singular noun and for plural noun we use I/we/you/they and also explain their possessive and objective pronouns.

E.g. I like cheese.

I like it.

-My mother bought many dolls.

She bought many dolls. Here also I found that students enjoyed in drilling techniques and they understood lesson and memorized the form of pronouns easily through drilling than explanation.

4.2 Results

The purpose of this study was to find out that effectiveness of Neuro-linguistic Programming. This study further sought to investigate the difference between traditional techniques and NLP technique. This study further sought <look for >to investigate how far this technique is effective than other techniques in teaching English. After analysis of the data from the students some of the major findings derived are given below.

1. In holistic comparison the experimental group i.e. group 'A' was found to be better than group ʾBʾ. The total score of group A in pre test is 228 where highest score is 29 and lowest score is 03.The average score is 24.53. Similarly in post test 368 is the total score where 44 is the highest score and 13 is the lowest one. On the other hand the total score of group B in pre test is 168where highest score is 20 and lowest score is 03. The average score is11.2. Similarly

in post test 243 is the total score where 30 is the highest score and 05 is the lowest one the average score of group B is 16.2. Here the the increased percent of group A is 61.38 where as group B increased by 43.455%.The difference in percentage between group 'A' and group 'B' shows that Neuro-linguistic technique is more effective and better than traditional techniques in teaching English.

2. In group wise comparison group 'A' increased their marks by 23.75 % in grammar where as group ‘B’ increased by 20.75% in grammar. Similarly group ‘A’ increased their marks by 88.13%and 146.15% in question-answer and free writing respectively and group ‘B’ increased their marks by 67.87% and 24.15% in question-answer and free writing respectively. While comparing between group 'A' and group 'B'. The group ‘A’ had high performance in post-test especially in free writing and question-answer. This showed that NLP technique is far better helpful to boost up students’ creativity than other techniques.
3. Item-wise comparison we found that students of group ‘A’ had improved their percentages in grammar is 25.75where as group b had improved by 22.05 in post test. In question-answer group A succeed by 67.87%where group B by 55.82%. In free writing group A had improved by 65.62% where group B had improved by 52.97.This showed that NLP technique is effective in English language teaching.
4. While teaching through NLP technique students seem active in the classroom and they were actively motivated and participated in the language learning process. In traditional techniques they were active in their learning but their learning was not long lasting. Through NLP technique students and teacher relationship was quite good.

4.3 Discussion

This is mainly concerned with the analysis and interpretation of the collected data. The data collected from the students were analyzed and interpreted to explore the effectiveness of Neuro-linguistic Programming in teaching English. This analysis is mainly carried out on the basis of the marks of the student. For this study I collected data through pre-test and post-test.

All the questions have been grouped into the following three thematic grounds to meet the objective of the study and the data has been analyzed and interpreted respectively.

1. Holistic comparison

2. Group wise comparison

3. Item-wise comparison

While analyzing the data the individual score of both pre-test and post-test have been given and tabulated group wise. Then, the average score of both groups on the two tests are computed. The difference between the average scores of two tests is determined.

If the difference between two groups is found greater than zero, it shows the improvement in learners' study during the teaching. The result is then converted into percentage.

The two groups have been compared on the basis of percentage the student obtained. The marks or score of each student in pre-test were subtracted from the mark of post-test to find out the difference between them. The group which has got higher percentages is thought to be better than the one which got lower percentages. The detail analysis and interpretation of the data have been presented as follows.

4.3.1 Holistic comparison

In this section, I compared the average score obtained in the pre-test and post-test of two groups.

Table No. 1

Holistic Comparison

Group	**Pre-test Total Score**	**Pre test Avr. Score**	**Pre-test Highest & Lowest Score**		**Post test total score**	**Post test Avr. Score**	**Post test Highes& lowest Score**		**D**	**D%**
			H.	**L**			**H**	**L**		
A	228	15.2	29	3	36.8	24.53	44	13	9.33	61.38
B	168	11.2	20	3	24.3	16.2	30	5	4.86	43.45

The above table show in holistic comparison the experimental group i.e. group 'A' was found to be better than group 'B'. The total score of group A in pre test is 228 where highest score is 29 and lowest score is 03.The average score is 24.53. Similarly in post test 368 is the total score where 44 is the highest score and 13 is the lowest one. On the other hand the total score of group B in pre test is 168where highest score is 20 and lowest score is 03. The average score is11.2. Similarly in post test 243 is the total score where 30 is the highest score and 05 is the lowest one the average score of group B is 16.2. Here the increased percent of group A is 61.38 where as group B increased by 43.455%.

From the above table it is clearly seen that the student of group' A' had better performance than the students of group 'B'. Therefore we can conclude that NLP technique is one of the successful key techniques than GT and CLT techniques in teaching English.

4.3.2 Group wise Comparison.

After making the holistic comparison I compared the average score of two groups. The following table shows the average score.

Table No. 2

Average Score of Group A

Item	**Pre-test Total Score**	**Pre test Avr. Score**	**Pre-test Highest & Lowest Score**		**Post test total score**	**Post test Avr. Score**	**Post test Highes& lowest Score**		**D**	**D%**
			H.	**L**			**H**	**L**		
Grammar	70	4.66	6	3	88	5.86	7	3	1.2	25.75
Question-answer	74.5	4.96	9.5	2	155	10.33	13	4	3.36	67.87
Free writing	96	6.4	13.5	1	159	10.6	20	4	4.2	65.62
Total	240.5	16.02	29	6	402	26.79	40	11	8.76	54.68

The above table shows that group 'A' had the total score 240.5 and had an average score of 16.2 in the pretest. But in post test students secured 88total marks in grammar and average score is 5.86.where7 was highest and 3 is lowest mark. Their mark increased by 162and different percent is 54.68. Similarly, In case of question answer and free writing their average marks is 4.96 and 6.4 in pre test and 10.33 and 10.6in post test. Their different score between pre-test and post-test was 3.36 and 4.2 in number and 67.87 and 65.62in percent respectively. The students of group A performed better in post-test. There was great improvement in students after teaching through NLP technique.

Table No. 3

Average score of group B.

Item	Pre-test Total Score	Pre test Avr. Score	Pre-test Highest & Lowest Score H.	L	Post test total score	Post test Avr. Score	Post test Highes& lowest Score H	L	D	D%
Grammar	59	3.93	7	1	72	48	7	3	0.86	22.05
Question-answer	61	4.06	8	0.5	93	2.26	11	0.5	2.26	55.82
Free writing	53	3.53	10	0	96	5.4	13	0	187	62.97
Total	173	11.52	25	1.5	261	12.46	31	3.5	4.99	43.33

The above table shows that group 'B' had the total score59 and had an average score of 3.93 in the pre-test. But in post test students secured total marks in grammar is 72 and average score is 4.8,where 7 was highest and 3 is lowest mark. Their mark increased by 0.86and different percent is 22.05. Similarly, In case of question answer and free writing their average marks is 4.06 and 3.53 in pre test and 10.33 and 10.6in post test. Their different score between pre-test and post-test was 2.26 and 5.5 in number and 55.82 and 62.97in percent respectively.

The students of Group B were active in class but they could not achieve better success in their post test. Comparatively in group A there was 54.68% success in post-test. But in group B there was only 43.37% success in their post-test. This shows that NLP technique is better for students' success and other techniques.

4.3.3 Item Wise Comparison

In this section, the average score of pre-test and post-test of two groups in three different language functions (grammar, question-answer and free writing) are shown in three different tables.

Item No: 1

Table No: 4

Result of Grammar

Group	Pre-test Total Score	Pre test Avr. Score	Pre-test Highest & Lowest Score H.	L	Post test total score	Post test Avr. Score	Post test Highes& lowest Score H	L	D	D%
A	70	4.66	6	3	88	5.86	7	3	1.2	25.75
B	59	3.93	7	1	72	48	7	5	0.86	22.05

The grammatical items consisted of seven objective type questions. Each item carried one mark. The result showed that the total score of group A is 70 with4.66 average score where highest score is 6 and lowest is 3 in pre-test. They had secured 88 total marks where 5.86 is the average score in the post-test. Their highest mark is 7 and 3 is their lowest marks. Their increased mark is 1.2 and increased percentage is 25.75. On the other hand the total and average score of group B in pre-test is 59 and 3.93 with 6 highest and 3 lowest marks. In post-test they secured 72 total marks with 4.8 average score. The increased mark is 0.86 and the increased percentage was 22.05.

While comparing the marks and percentage of group A and group B, it is clearly seen that group ‘A’ had done better performance than group ‘B’ in grammar. Therefore it is concluded that NLP technique is better than other traditional techniques in teaching tag question.

Item No 2

Table No. 5

Result of question-answer

Group	Pre-test Total Score	Pre test Avr. Score	Pre-test Highest & Lowest Score H.	L	Post test total score	Post test Avr. Score	Post test Highes& lowest Score H	L	D	D%
A	74.5	4.96	9.5	2	155	10.33	13	4	3.36	67.8
B	61	4.06	8	0.5	93	6.32	11	0.5	2.26	55.8

The question-answer items were five in numbers each containing three marks. The student in group A had secured 74.5 total and 4.96 average marks in pre test and 155 total marks and 10.33 average marks in post test. The difference between two tests is 3.36 in number and difference percentage is 67.8.On the other hand the student of group B had an average score of 4.04 in the pre test and 6.32 in post test. The group made improvement of 2.26 marks or 55.8%.While analyzing and interpreting two groups; the student of group A had secured more marks than the students of group B. Hence, it can be concluded that NLP technique is better in question-answer also.

Item No. 3

Table No.6
Result of Free writing

Group	Pre-test Total Score	Pre test Avr. Score	Pre-test Highest & Lowest Score H.	L	Post test total score	Post test Avr. Score	Post test Highes& lowest Score H	L	D	D%
A	96	6.4	13.5	1	159	10.6	20	4	4.2	65.6
B	53	3.53	10	0	96	5.4	13	0	1.87	52.9

The above table shows that in free writing group A had secured the96 total marks and 6.4 average score with 13.5 highest and 1 lowest mark in the pre test and 159 total marks and 10.6average score in the post test. The difference between two tests is 4.2 and different percentage is 65.6. Likewise, the total and average score of group B is 53 and 3.53 in the pre test and 96 and 5.4 in the post test. The difference between two tests is 1.87and 52.9 percent. The difference between two groups clearly shows that group A did comparatively better than group B in their performance in post-test. Therefore it is concluded that NLP technique is better than other traditional techniques in teaching writing.

CHAPTER- FIVE

SUMMARY, CONCLUSION AND IMPLICATION

5.1 Summary

This is the summary of the whole study so far carried out. The present study entitled as 'Effectiveness of Neuro -linguistic Programming in teaching English' was carried out with the aim to find out the effectiveness of NLP technique in teaching English. The first chapter introduction includes the background of the study about the English language and its role in different fields, statements of the problem shows the use of NLP technique, rationale of the study shows how importance is the NLP technique in teaching English. Research questions are selected that are to be answered in the study, significance of the study helps to find out relevancy of NLP technique and also helps the people to do future study and delimitations of the study show about the limitation of the study. Operational definition of the key terms defines the vocabulary used in the text.

In the second chapter I attempted to review the store house of knowledge of the theories which could guide my study. There are no any researches done under Tribhuvan University related to my topic. But I consulted some research work sand articles carried out by different foreign researchers and scholars. In this chapter, I have tried to provide authenticity to my study by presenting theoretical literature empirical literature and conceptual framework developed on the basis of the review.

The third chapter deals with the methods and procedure employed to conduct the study. It gives information about the design of the study, (i.e. experimental research). Population and the sample were fourteen students of grade eight the students were divided into two groups by using simple random sampling procedures. Data collection tools, data collection procedures, and data analysis and interpretation procedures are included in this chapter.

The chapter four describes the results of the study; collected data are presented, analyzed and interpreted. It is divided into two sections. In the first section the finding of the study are presented on the basis of holistic comparison, group wise comparison and item-wise comparison, and in the discussion section analyzed and interpretation are done on the basis of these three comparisons.

The last chapter summary, conclusion and implication give the summary of the whole study and conclude the study. Some implications of the study are categorized under the policy level, practice level and further research. The chapter is followed by references and appendixes to make the study reliable, valid and authentic.

5.2 Conclusion

This research began with the need of Neuro-linguistic Programming in teaching English. There are several approaches and methods in language teaching and no single techniques and methods are complete and effective in teaching English. They cannot address students' confidence, motivation and positive psychology. As there is no any researches in this field so this research is thought to be significance.

The finding of my study helped me to figure out the conclusion. It can be concluded that all the students of Mount Everest English School performed better in post-test than the pre-test. Moreover, the students who were taught through NLP technique performed far better than the students who were taught through traditional technique. In addition to this, the students who were taught through other traditional techniques could give the answer of only taught questions. They don't have their own creativity. They are not interesting in taking part in group and paired work. They have the fear of making mistakes. It was also seen that NLP technique mainly focused on raising students' self awareness by creating rapport. They developed their confidence in learner friendly environment and were actively participated in group works which lead them in creativity.

In the same way, I have also realized and come to the conclusion that by using NLP technique in teaching English learners had best practice in improving interpersonal communication. It also helped them to experience through their own senses which leads them towards real learning. As they were aware in learning by using their own senses their learning was long lasting too.

Similarly, through NLP technique we learn more about students' knowledge and abilities eliciting information from them rather than telling things to them. Rapport helped them to expose or attempt to use language above their present level of knowledge of language. Similarly, through modeling they could learn easily, memorize vocabularies and performing task confidently in the language classroom.

To be more specific, through this study it is clear that there is great role of Neuro linguistic programming in teaching English. Many teachers in the context of Nepal are still using traditional techniques in language classroom forcefully without knowing students' interest, ability and motivation. Most of the teachers are not familiar with and NLP technique and how to implement it in the language classroom. If we give training to the teachers to use Neuro linguistic Programming in the language classroom, it will be fruitful and effective for learning.

Therefore, teaching is an art practice or art that requires creativity and spontaneity. Teaching language requires training, knowledge of different approaches, method and techniques. Similarly, different language skills and aspects should teach by using different techniques and activities. Using Neuro linguistic Programming in teaching English will be fruitful to learners as it helps them by developing awareness and activeness through their senses. It helps them to be creative and bring real life situation by using their experiences. Results of this study also pointed out the similar facts that students who were taught through NLP technique perform better in the test than the students who were taught through other techniques.

5.3 Implications

There are some research conducted on NLP technique and its effectiveness in language teaching. Those results showed that NLP offers tools and techniques for anyone to stimulate their teaching learning system. It also inspires and motivates students towards learning. In the context of Nepal most of the teachers are not trained and they have no knowledge about NLP techniques. They are using traditional techniques which are teacher-centered techniques. They don't give priority to the students' interest, ability and even don't care to shy and weak students. So to outline the needs of Neuro linguistic Programming in teaching English is the most essential aspects of any educational policies. Likewise, the finding of this study shows that NLP technique is better than other traditional techniques in teaching English. There is lack of effective policies and formal practice of using NLP technique in teaching English.

Here we can point out some of the policy and practice level implications under the following sub heading.

5.3.1 Implications at the Policy Level

Policy is a plan of action agreed of chosen by a political party, a business, education etc. Every country of state has its own policy. Teaching is also highly influenced by the policies formed by the nation. To implement the NLP technique for teaching English proper policy should be formed from the national level which helps to enrich the education standard of the country. In Nepal there is no proper policy in education. In this regard, I would like to point out some of the implications at the policy level below.

a. The government should bring separate policy to use NLP technique for teaching English.
b. Curriculum of school level should be made according to the need of student.
c. Government should formulate special types of policy for the teachers who are far from the access of resources and materials for teaching and learning.
d. Government should provide sufficient numbers of trainers, supervisors, resources to apply NLP technique in teaching English.

5.3.2 Implication at the practical level

Language teaching itself is a complex job, whereas teaching through the NLP technique is the toughest one. To talk about the practical level, the first and foremost thing is to apply Neuro linguistic programming in teaching English. The techniques of NLP should be given importance in the class room so that student can develop their internal capacity by experiencing through their five senses which lead to them real learning. Teachers should be trained to use NLP technique in the class room. Some of the practical level implementations are as follows.

a. NLP technique should be use according to need and interest of the students.
b. Teachers should be encouraged to use this technique in the classroom. Students' inner capacity and ability should be fostered by the language teacher.
c. Experienced teachers should help novice teachers to teach English language through NLP technique.

5.3.3 Implication for the further research

Knowledge is always changeable and there is nothing perfect and complete in this world. Regarding the further researches in NLP technique it is important that a large scale of researches should be carried out. Learners from all government as well as private institution of Nepal should be taken as a sample population to find out the effectiveness of Neuro linguistic Programming in teaching English. The main implications in this level are as follows.

a. This study can work as a step of ladder by stepping on it other researchers can reach in their destination.
b. This study will be useful for new researcher to identify the use of NLP technique in the classroom.
c. In addition to this it can be a tool for an educational researcher to conduct experimental research and for analysis and interpretation of the data.
d. This research work is predicted to be beneficial for those people who are going to conduct researches in related topic.

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Appendix I

Test Item for the students

I am going to carry out a research entitled “Effectiveness of Neuro Linguistic Programming in teaching English” under the supervision of **Mrs. Madhu Neupane**, Department of English Education TU, kirtipur. I will experiment the students of grade viii by using test items.

Q.No. A. Answer the following questions. 5X3= 15

1. What warning did Daedalus give Icarus?
2. Why soldiers took him and his son to the king?
3. How did is he make wings?
4. Did Icarus follow his father’s warning?
5. What happened to him?

Q. No. B. See the picture carefully and write a story using the outline below. Also write its title and moral. 8

One day Last……., ……..and …….were…….. .When they……., “……” Asked ……. “ ……..”,replied . they both…….. . At last they …… . He …… . He was very…….. . “……”, he said and he……..

Moral:_____.

Q .No. C. Tick the correct alternatives. 7X1= 7

1. He……already ……his homework.

i. have ,did ii. has, done iii. was, done iv. Were, did

2. You…… already……toast.

i. have, tasted ii. has, tasted iii. are, taste iv .will, taste

3. I……never……..the sea.

i. am, seen ii. have ,seen iii. Was see, iv. Will, see

4. She ……...her finger. It is bleeding.

i. has cut ii. cut iii. is cutting iv .cuts

5. She …….finished yet.

i. has ii. haven't iii. hasn't iv. is

6. Roshan……most of his work before I asked.

i. has finished ii. will have finished iii .finished iv. Have finished

7. The bus ……..before I reached.

i. has left ii. have left iii. is leaves iv. was left

Q.No. C. Write the summary of the story of Icarus on your own words. 10

Q. No D. Describe your most unforgettable moment. 10

Appendix-2

Control group

Group-**B** Date:

Class: VIII. Time:

Subject: English Period:

Topic: Present perfect tense

Teaching items: Grammar

Specific Objectives: At the end of the lesson, the students will be able to;

-make sentences using present perfect tense

-describe their experience

Procedures

Activity-1 The teacher starts her class by writing incomplete proverb on the white board and asks them to complete it.

Activity-2 Then she introduces the topic. She writes some sentences and asks students which tense is used in different sentences. e.g. They have done it. If they are not able to tell, teacher helps them.

Activity-3 The teacher writes the structure of present perfect tense on the white board and asks students to construct five sentences by using present perfect tense. The teacher goes round the class and helps them if they feel difficulties.

Activity-4 Teacher also explains that we use present perfect tense while describing our experiences by giving examples. E.g. I have visited Pokhara. Students describe their experiences.

Activity-5 Teacher gives some exercises to evaluate them.

e.g.-Have you ever tasted pizza?

-when have you tasted it?

-when have you passed your class five?

Activity-6 Students reply individually in present perfect tense. If any difficulties, teacher helps them.

Activity-7 Teacher asks them to write short paragraphs to write their experience while testing any new food items which they have not tasted before.

Lesson Plan No-1
Experimental Group

Group: A Date:
Class: VIII. Time:
Subject: English Period:
Topic: Present perfect tense
Teaching Items: Grammar
Techniques: NLP (Representational system-gustatory)

Specific Objectives: at the end of the lesson, the students will be able to;
-make sentences using present perfect tense
-describe their experiences

Procedures

Activity -1 Teacher starts her class by sharing her experience of visiting Lumbini. e.g Last week I have visited the holy place Lumbini.I have bought a statue of Lord Buddha……

Activity-2 Then the teacher writes some sentences on the white board and asks students to find out the grammatical structure of the sentences.e.g. He has done his homework.

Activity -3 The teacher gives students, a situation or guided fantasy of eating a food item. Students are asked to relax, close their eyes and listen the fantasy, for e.g. Imagine a biscuit, which you really like. Chew the biscuits and notice how delicious it tastes. Take another bite and chew it. Taste it and notice how you feel now. You have eaten a packet of biscuit. Say the word yourself, I've eaten a biscuit. Think of the words to describe how you are feeling now. Open your eyes.

Activity-4The teacher asks students to describe how they are feeling now? They may say nice taste. Then the teacher says "oh, you have got nice taste?

Activity-5 Teacher asks students to stand up by giving some situations for e.g. you have painted a nice picture. Now close your eyes and imagine that how you are feeling now and what they have done to complete the task etc.

Activity -6 Teacher asks students to contrast the feeling of the present perfect with the feelings of the simple past. E.g. I ate biscuit. - I have eaten biscuit.

Activity -7 Teacher asks students write short paragraphs about their experience while testing any new food items which they have not tasted before.

Lesson-2

Experimental groups

Group: A Date:

School: Time:

Class: VIII. Period:

Subject: English

Topic: A story from pictures.

Teaching items: speaking and writing skills

Technique: NLP (Creating Rapport)

Specific Objectives: at the end of the lesson, the students will be able to;

-describe the pictures

-write a complete story using the outline.

Procedures

Activity-1 The teacher shows the pictures in the text and asks students to predict a topic from the picture.

Activity-2 Teacher notes down students' answers on the white board and tells that their answers also right.

Activity-3 Then she divides whole class into four groups. Each group discusses with their friends and summarizes the story on their own sentence. She encourages them to make any sensible story from their inner thought.

Activity-4 while students are busy in making story, the teacher goes to each group and facilitates them.

Activity-5 Then the teacher asks students to describe the picture on the basis of their group discussion. She helps them in their difficulties. Shy students are especially encouraged to speak.

Activity-6 After they describe picture, the teacher interacts with whole class about the picture. There will be two ways communication. The teacher praises students' responses and assists for their improvement if necessary and makes story meaningful.

Activity-7 Then she writes a outline of the story which is made by the discussion of students and teacher. On the basis of outline students are asked to write a sensible story. They are also asked to write its suitable title and moral.

Activity-8 The teacher provides each student a photocopy of the similar types of picture cards and asks them to develop a story on the basis of picture as their homework.

Lesson-3

Experimental Group

Group: A Data:

School: Time:

Class: VIII. Period:

Sub: English

Topic: The Story of Icarus.

Teaching Items: Speaking skill

Technique: NLP (Modeling)

Specific Objectives: At the end of the lesson, the students will be able to

- Tell the meaning of difficult words
- Summarize the story on their own words

Procedures

Activity-1: The teacher starts her class by showing the picture of two people flying in the sky, she asks learners to guess why those people are flying in the sky.

Activity-2: Then she asks the students to sit in a relax position and be ready for their role model. She shows some pictures related to story. She brings some real the role of the characters of story. She clarifies each student's role respectively. For e.g. imagine that you are Daedalus, feel that you are very clever and proud. You made this maze (by joining chairs) for Minos. One day soldiers came and……. .

Activity-4: students visualize the scene to get their role. Then they start to perform in the classroom. All activities performed by students are role model.

Activity-5: The teacher asks the students read the story and compare their role model with the story. She also asks them to underline and ask difficult vocabulary with their teacher.

Activity-6: Then the teacher asks students these questions to check their comprehension.

1. Why were Deadalus and Icarus kept into the maze?
2. What warning did Deadalus give Icarus?
3. How did they start flying?

4. Is there a happy ending?
5. What happened to Icaarus at last?
6. What did you learn by reading this story?

Activity-6: Then she divides the class into four groups and asks them to summarize each paragraph respectively. The team leader reads out their summary.

Activity-7: The teacher asks learners to summarize the story on their own word as their homework.

Appendix III

1. Marks obtain in Pre-test.

Roll no.	Name	Pre-test M.O
1	Roshan Dahal	29
2	Anil Balak	12
3	Samrat Tiwari	12
4	Sushil Budhathoki	3
5	Aarati Shrestha	19
6	Yashoda K.C	11
7	Susmita Sapkota	17
8	Sunita Tharu	16
9	Bimala Bhujel	10
10	Sanjeev Ghatane	18
11	Arun B.K	11
12	Bikash Bhandari	20
13	Aayusha Rai	19
14	Anil Shrestha	13
15	Seema Basnet	16
16	Soniya Rai	14
17	Raj Baniya	05
18	Kushal Thapa	09
19	Kushum Thapa	12
20	Manisha Tharu	06
21	Punit Chand	12

22	Krish Karki	11
23	Sujan Karki	19
24	Alisha Maharjan	14
25	Prakriti Shrestha	17
26	Dipak Tharu	09
27	Narayan Magar	15
28	Sundar Kshetri	03
29	Sarita Kshetri	21
30	Sampada Thakur	09

2. Marks obtain in Post-test

Roll no.	Name	Post-test M.O
1	Roshan Dahal	40
2	Anil Balak	23
3	Samrat Tiwari	19
4	Sushil Budhathoki	6
5	Aarati Shrestha	30
6	Yashoda K.C	15
7	Susmita Sapkota	36
8	Sunita Tharu	16
9	Bimala Bhujel	25
10	Sanjeev Ghatane	30
11	Arun B.K	25

12	Bikash Bhandari	18
13	Aayusha Rai	33
14	Anil Shrestha	21
15	Seema Basnet	25
16	Soniya Rai	20
17	Raj Baniya	11
18	Kushal Thapa	15
19	Kushum Thapa	18
20	Manisha Tharu	15
21	Punit Chand	16
22	Krish Karki	13
23	Sujan Karki	28
24	Alisha Maharjan	18
25	Prakriti Shrestha	18
26	Dipak Tharu	15
27	Narayan Magar	27
28	Sundar Kshetri	05
29	Sarita Kshetri	31
30	Sampada Thakur	13

3. Holistic Comparison of Pre-test and Post-test

Roll No.	Name	Grammar	Question -answer	Free writing	Grammar	Question -answer	Free Writing
1	Roshan Dahal	6	9.5	13.5	7	13	20
3	Samrat Tiwari	5	4	2.5	6	5	8
5	Aarati Shrestha	5	9	5	7	11	12
7	Susmita Sapkota	4	7	6	7	12	17
9	Bimala Bhujel	6	3	1	6	10	9
11	Arun B.K	4	3	4	7	9	9
13	Aayusha Rai	5	7	7	7	12	14
15	Seema Basnet	5	3	8	5	7	13
17	Raj Baniya	3	-	2	3	4	4
19	Kushum Thapa	4	3	5	6	5	7
21	Punit Chanda	5	2	12	6	5	5
23	Sujan Karki	3	6	10	7	10	11
25	Prakriti Shrestha	5	8	4	4	6	8
27	Narayan Magar	4	4	7	7	9	11
29	Sarita Kshetri	6	6	9	31	7	11
	Total	70	74.5	96	88	125	159

Group A

Group B

Roll No.	Name	Grammar	Question –Answer	Free Writing	Grammar	Question-Answer	Free Writing
2	Anil Balak	5	0.5	6	6	7	9.5
4	Susil Budhathoki	1	0	2	4	0.5	1.5
6	Yashoda K.C	3	8	0	6	8.5	0
8	Sunita Tharu	6	7	2.5	3	10	2.5
10	Sanjeev Ghatani	4	4	10	4	10	11.5
12	Bikash Bhandari	5	7.5	6.5	5	6.5	5
14	Anil Shrestha	5	4	3	7	7.5	6
16	Soniya Rai	7	2	5	5	4	11
18	Kushal Thapa	2	4	3	5	2	8
20	Manisha Tharu	2	4	-	4	4	7
22	Krish Karki	6	-	5	4	4	5
24	Alisha Maharjan	3	4	7	5	7	6
26	Deepak Tharu	3	2	4	3	6	6
28	Sundar Kshetri	3	-	-	7	11	13
30	Sampada Thakur	4	5	-	4	4	5
	Total	59	52	54	72	93	96

4 .Group Wise Comparison

Group -A

Roll No.	Name	Score in Pre-test	Score in Post-test	D	D %
1	Roshan Dahal	29	40	11	37.93
3	Samrat Tiwari	12	19	7	58.33
5	Aarati Shrestha	19	30	11	57.89
7	Susmita sapkota	17	36	19	111.7
9	Bimala Bhujel	10	25	15	150
11	Arun B.K.	11	25	14	127.2
13	Aayusha Rai	19	33	14	73.68
15	Seema Basnet	16	25	9	56.25
17	Raj Baniya	5	11	6	120
19	Kushum Thapa	12	18	6	50
21	Punit Chanda	12	16	4	33.3
23	Sujan Karki	19	28	9	47
25	Prakriti Shrestha	17	18	1	5.8
27	Narayan Magar	21	31	10	47.6
29	Sarita Kshetri	9	13	4	44.4
	Total score	228	368	140	
	Avr. Score	15.2	24.53	9.33	61.38

Group-B

Roll No.	Name	Score in Pre-test	Score in Post-test	D	D%
2	Anil Balak	12	23	11	91.66
4	Sushil Budhathoki	3	6	3	100
6	Yashodha K.C.	11	15	4	36.36
8	Sunita Tharu	16	16	0	0
10	Sanjeev Ghatani	18	30	12	66.6
12	Bikash Bhandari	20	18	-2	-10
14	Anil Shrestha	13	21	8	61.5
16	Soniya Rai	14	20	4	25
18	Kushal Thapa	9	15	6	66.6
20	Manisha Tharu	6	15	9	150
22	Krish Karki	11	13	2	18.18
24	Alisha Maharjan	14	18	4	28.5
26	Deepak Tharu	9	15	6	66.6
28	Sundar Kshetri	3	5	2	66.6
30	Sampada Thakur	9	13	4	44.4
	Total score	168	243	73	
	Avr.score	11.2	16.2	4.86	43.45

5. Item wise comparison: Grammar

Group -A

Roll No.	Name	Score in Pre-test	Score in Post-test	D	D %
1	Roshan Dahal	6	7	1	16.6
3	Samrat Tiwari	5	6	1	20
5	Aarati Shrestha	5	7	2	40
7	Susmita sapkota	4	7	3	74
9	Bimala Bhujel	6	6	0	0
11	Arun B.K.	4	7	3	75
13	Aayusha Rai	5	7	2	40
15	Seema Basnet	5	5	0	0
17	Raj Baniya	3	3	0	0
19	Kushum Thapa	4	6	2	50
21	Punit Chanda	5	6	1	20
23	Sujan Karki	3	7	4	133.3
25	Prakriti Shrestha	5	4	-1	-20
27	Narayan Magar	4	7	3	75
29	Sarita Kshetri	6	3	-3	-50
	Total Score	70	88	18	
	Avr. Score	4.66	5.86	1.2	25.75

Group-B

Roll no	Name	Score in Pre-test	Score in Post-test	D	D%
2	Anil Balak	5	6	1	20
4	Sushil Budhathoki	1	4	3	300
6	Yashodha K.C.	3	6	3	100
8	Sunita Tharu	6	3	-3	-50
10	Sanjeev Ghatani	4	4	0	0
12	Bikash Bhandari	5	5	0	0
14	Anil Shrestha	5	7	2	40
16	Soniya Rai	7	5	-2	-28.5
18	Kushal Thapa	2	5	3	150
20	Manisha Tharu	2	4	2	100
22	Krish Karki	6	4	-2	-33.3
24	Alisha Maharjan	3	5	2	66.6
26	Deepak Tharu	3	3	0	0
28	Sundar Kshetri	3	7	4	133.3
30	Sampada Thakur	4	4	0	0
	Total score	59	72	13	
	Avr.score	3.93	4.8	0.86	22.05

6. Item wise comparison: Question-answer

Group -A

Roll No.	Name	Score in Pre-test	Score in Post-test	D	D %
1	Roshan Dahal	9.5	13	3.5	36.84
3	Samrat Tiwari	4	5	1	25
5	Aarati Shrestha	9	11	2	22.22
7	Susmita sapkota	7	12	5	71.42
9	Bimala Bhujel	3	10	7	233.3
11	Arun B.K.	3	9	6	200
13	Aayusha Rai	7	12	5	71.42
15	Seema Basnet	3	7	4	133.3
17	Raj Baniya	-	4	4	400
19	Kushum Thapa	3	5	2	66.6
21	Punit Chanda	2	5	3	150
23	Sujan Karki	6	10	4	66.6
25	Prakriti Shrestha	8	6	-2	-25
27	Narayan Magar	4	9	5	125
29	Sarita Kshetri	6	7	50.5	16.6
	Total Score	74.5	155	3.36	
	Avr. Score	4.96	10.33	4.21	67.87

Group-B

Roll No	Name	Score in pre-test	Score in post-test	D	D%
2	Anil Balak	0.5	7	6.5	1300
4	Sushil Budhathoki	0	0.5	0.5	50
6	Yashodha K.C.	8	8.5	0.5	6.25
8	Sunita Tharu	7	10	3	42.8
10	Sanjeev Ghatani	4	10	6	150
12	Bikash Bhandari	7.5	6.5	1	13.3
14	Anil Shrestha	4	7.5	3.5	87.5
16	Soniya Rai	7	4	-3	-42.8
18	Kushal Thapa	2	2	0	0
20	Manisha Tharu	2	4	2	100
22	Krish Karki	6	-4	-2	-33.3
24	Alisha Maharjan	3	7	4	133.3
26	Deepak Tharu	3	6	3	100
28	Sundar Kshetri	3	11	8	266.6
30	Sampada Thakur	4	5	7	166.6
	Total score	61	93	34	
	Avr.score	4.06	6.2	2.26	61.53

7. Item –wise comparison: Free writing

Group -A

Roll No.	Name	Score in Pre-test	Score in Post-test	D	D %
1	Roshan Dahal	13.5	20	6.5	48.14
3	Samrat Tiwari	2.5	8	5.5	220
5	Aarati Shrestha	5	12	7	140
7	Susmita sapkota	6	17	11	283.3
9	Bimala Bhujel	1	9	8	800
11	Arun B.K.	4	9	5	125
13	Aayusha Rai	7	14	7	100
15	Seema Basnet	8	13	5	62.5
17	Raj Baniya	2	4	2	100
19	Kushum Thapa	5	7	2	40
21	Punit Chanda	12	5	-7	-58
23	Sujan Karki	10	11	1	10
25	Prakriti Shrestha	4	8	4	100
27	Narayan Magar	7	11	4	57
29	Sarita Kshetri	9	11	2	22.2
	Total score	96	159	65	
	Avr. Score	6.4	10.6	4.2	65.62

Group-B

Roll No	Name	Score in Pre-test	Score in Post-test	D	D%
2	Anil Balak	6	9.5	3.5	58.3
4	Sushil Budhathoki	1	1.5	0.5	50
6	Yashodha K.C.	0	0	0	0
8	Sunita Tharu	2.5	2.5	0	0
10	Sanjeev Ghatani	10	11.5	1.5	15
12	Bikash Bhandari	6.5	5	-1.5	-23
14	Anil Shrestha	3	6	3	100
16	Soniya Rai	5	11	6	120
18	Kushal Thapa	3	8	5	166.6
20	Manisha Tharu	-	7	7	700
22	Krish Karki	5	5	0	0
24	Alisha Maharjan	7	6	-1	-14.2
26	Deepak Tharu	4	6	2	50
28	Sundar Kshetri	-	13	13	1300
30	Sampada Thakur	-	4	4	400
	Total	53	96	72	
	Avr.score	3.53	6.4	3.4	135.9