



Neuro Linguistic Programming on Developing Reading Comprehension Among Higher Secondary Students

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ABSTRACT

Research has shown that the present day teaching of English needs thorough focus on the development of language skills. The difficulties of the students are related mainly to four areas listening, speaking, reading and writing. The reading comprehension of students has been a topic of interest in the literature and which need important and immediate focus in the present day education system. The present study focuses on the effect of neurolinguistic programming on developing reading comprehension among higher secondary school students. The investigator selected 92 higher secondary school students as the sample for the study. The results of the study revealed that there is significant difference in the post test scores in reading comprehension of the experimental and control group. Also the subsamples gender and medium of instruction have no significant effect on the reading comprehension of the higher secondary school students due to neurolinguistic programming. And the study concluded that neurolinguistic programming facilitates students' ability in the reading comprehension and helps to organise their thinking, feeling, language and behaviour in a better way.

Keywords : NLP, reading comprehension, language learning etc.

Introduction

Language is the basic medium of interaction without which human social life could not have been emerged. The miracles of science and technology arouse the need for a great bolster force, a mutually intelligible language. English, known as the Queen of languages, is imperative for getting access to modern scientific and technological knowledge. English is taught as a subject in our schools and as a medium of instruction from the secondary stage. Research has shown that the present day teaching of English needs thorough focus on the development of language skills. The difficulties of the students are related mainly to four areas listening, speaking, reading and writing. Also the students experience difficulty to comprehend the ideas while learning English. The reading comprehension of students has been a topic of interest in the literature and which need important and immediate focus in the present day education system. Neurolinguistic programming is one of the prime strategies which can be applied to language instruction to develop reading comprehension.

Neurolinguistic Programming

Neurolinguistic Programming (NLP) encompasses the three most influential components involved in producing human experience: *neurology*, *language* and *programming*. The neurological system regulates how our bodies function, language determines how we interface and communicate with other people and our programming determines the kinds of models of the world we create. Neurolinguistic programming describes the fundamental dynamics between mind (neuro) and language (linguistic) and how their interplay affects our body and behaviour (programming). NLP is a multi-dimensional process that involves the development of behavioural competence and flexibility, but also involves strategic thinking and an understanding of the mental and cognitive processes behind behaviour. It provides tools and skills for the development of states of individual excellence and establishes a system of empowering beliefs and presuppositions about what human beings are, what communication is and what the process of change is all about. In other words it is about self-discovery, exploring identity and mission.

The basic premise of NLP is that the words we use reflect

an inner, subconscious perception of our problems. If these words and perceptions are inaccurate, they will create an underlying problem as long as we continue to use and to think them. Our attitudes are, in a sense, a self-fulfilling prophecy. NLP will help to get out of unhealthy traits and replace them with positive thoughts, and patterns that promote wellness. It enables better awareness and control of oneself, better appreciation of the other person's feelings and behavioural style, which in turn enables better empathy and cooperation. Also it improves understanding in all one-to-one communications, especially interviewing and appraisals (whether used by the interviewer or the interviewee).

The success of NLP depends on the ability to communicate effectively. It offers the most powerful communication skills to enable to make far reaching positive changes. The wealth of communication skills that NLP offers, can provide an invaluable tool set for your personal or professional life. The roots of NLP lie in psychology and neurology. It is the way the brain works and how the brain can be trained for the purpose of betterment. It covers the left/right brain functions, visual/auditory/kinaesthetic learning styles, multiple intelligence.

Review of related literature

According to Millrood (2004), neurolinguistic programming is an approach to language teaching which is claimed to help achieve excellence in learner performance. The author used classroom simulations to raise teachers' awareness of the role of neurolinguistic programming can play in teachers' verbal interaction with their students. The workshop enhanced teachers awareness of the fact that by creating or running teacher-learner congruence their classroom discourse can lead learners to success or failure.

Thompson et.al (2002) conducted a longitudinal study to measure the effects of neurolinguistic programming on 67 hospitality workers immediately before and after the training. Positive increase in interpersonal communication were observed after the treatment.

Torres & Katz (1982) used neurolinguistic programming as a method for teachers to increase their communication patterns with those of their students. Through neurolinguistic program-

ming people can operate and make sense of their experience through information received from the world around them. This information is filtered through their sensory systems, producing an internal response which is communicated to others through language. NLP is also effective for classroom use because once the teacher has become aware of the predicates used in all patterns he can make an effort to explain in all modes.

The present study attempts to determine the educational benefits of neurolinguistic programming in enhancing the abilities of higher secondary school students to monitor their own reading comprehension. Hence the study can be entitled as **Neurolinguistic programming on developing reading comprehension among higher secondary students.**

Objectives of the study

- To prepare instructional programmes based on neurolinguistic programming
- To find out the effect of neurolinguistic programming on reading comprehension among higher secondary students
- To study whether there exists any significant difference between the subsamples based on gender and medium of instruction at secondary school level.

Hypotheses of the study

- There is no significant difference between the experimental group and control group with regard to the post test scores of reading comprehension.
- There is no significant difference between the reading comprehension (post test scores) of the experimental group with regard to the subsamples based on gender and medium of instruction at secondary school level.

Methodology

Method: The investigator adopted pre test- post test parallel group design for the present study.

Sample: The sample consists of 92 higher secondary school students (by giving due importance to the subsamples)

Instruments used: (1) instructional programmes based on neurolinguistic programming (2) A test to measure the reading comprehension

Experimental Treatment: In order to analyse the effect of neurolinguistic approach on reading comprehension, two groups were selected and gives different treatment patterns. 92 higher secondary school students were selected and divided equally into two groups- experimental and control group. The experimental group were exposed to NLP training and the control group with usual classroom practice. A test to measure the reading comprehension was administered as pre test and post test to compare the effect of the treatment.

Data analysis and interpretation

Table 1
Mean, S.D and 't' value of pre test scores of experimental and control group

Group	No. of students	Mean	S.D	't' value	Significance
Experimental	46	19.59	5.357	1.78	NS
Control	46	17.74	4.568		

From table 1, the obtained 't' value (1.78) is not significant which shows that there is no significant difference in the pre test scores of reading comprehension between control group an experimental group. Thus statistically the two groups are homogeneous in the scores of reading comprehension before the treatment.

Table 2
Mean, S.D and 't' value of post test scores of experimental and control group

Group	No. of students	Mean	S.D	't' value	Significance
Experimental	46	35.22	3.786	10.65	0.01
Control	46	26.02	4.473		

From the above table, it is revealed that the obtained't' value 10.647 is significant at 0.01 level. Thus there is a significant difference in the post test mean scores of the control group and experimental group students taught through neurolinguistic programming. When the mean scores are compared experimental group (m=35.22) is found to be higher than the control group (m=26.02). Therefore it is clear that when students are exposed to the neurolinguistic framework, they can develop their comprehension skills.

Table 3
Mean, S.D and 't' values of the post test scores of the experimental group with regard to the subsamples based on Gender and Medium of instruction

Subsample		N	Mean	S.D	't' value	Significance
Gender	Male	23	35.42	5.288	0.300	NS
	Female	23	35.02	3.589		
Medium of instruction (at secondary level)	English	25	35.77	5.322	0.908	NS
	Malayalam	21	34.57	3.196		

From table 3, it is observed that for the subsamples gender and medium of instruction, there is no significant difference in the post test scores of the experimental group. Even though there is no significant difference in the case of medium of instruction, the students who studied in English medium have high score than those studied Malayalam medium at secondary level.

Conclusion

Based on the findings of the study it can be concluded that neurolinguistic programming facilitates students' ability in the reading comprehension and helps to organise their thinking, feeling, language and behaviour in a better way. Teacher educators, curriculum planners and policy makers can make the study helpful in designing appropriate instructional programmes for enhancing the language competencies at various levels of education, viz secondary, higher secondary, higher education, etc. Teachers in special education can also make use of neurolinguistic approaches to gain more understanding towards various language disabilities and difficulties.

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