

Applying NLP (Neuro-Linguistic Programming) in English Teaching to Enhance Students' Reading and Listening Skills

Saturday, 27 July 2024 14:20 (30 minutes)

The objective of this study was to improve the listening and reading skills of Grade 12 students by implementing activities based on the principles of neurolinguistics programming. Instruments included pre-post tests for EFL listening and reading skills; the participants of the study were sixty Grade 12 students at Hung Vuong High School for the Gifted, Gia Lai province. This study used a quasi-experimental design with two groups: the experimental group was taught utilizing some neurolinguistics programming pillars-based activities, while the control group was taught using regular teaching methods. The findings demonstrated a significant enhancement in the listening and reading skills of the students in the experimental group and they outperformed their peers in the control group in these skills. It was recommended that some neurolinguistics programming pillars-based activities should be used in EFL teaching and learning to enhance EFL listening and reading skills. In addition, EFL learners should be offered EFL listening and reading courses that incorporate activities based on the principles of neurolinguistics programming.

Keywords: Some neurolinguistics programming pillars-based activities, listening skills, reading skills, Grade 12 students.

Online Profile

Biography

Primary author: TRAN, Hanh (Hung Vuong High School for the gifted)

Co-authors: Ms NGUYỄN, Hường (Beverly Education); Ms TẠ, Thanh (Beverly Education)

Presenters: TRAN, Hanh (Hung Vuong High School for the gifted); Ms NGUYỄN, Hường (Beverly Education); Ms TẠ, Thanh (Beverly Education)

Session Classification: Parallel Oral Presentations

Track Classification: Teaching Methods and Applied Linguistics