

The Role of NLP Principles as Tools for Facilitating Learning EFL For Saudi Students

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Abstract

Learning English language for the majority of Saudi students has always been considered difficult and rarely successfully achieved. “English poses difficulties for many Saudi students due to the low English levels acquired at secondary schools” (Al-Shami, 2004). Additionally, the overall achievement in English language among the majority of Saudi students, after completing six years of studying EFL extensively, is remarkably low (AL-Karood, 2006; Al Buna’yan, 2003; Al Guaid, 1997; Abuammah, 2002). This research paper will investigate, discuss and analyse the NLP (Neuro-Linguistic Programming) concepts; change and modelling, as well as NLP four principles; outcomes, rapport, sensory acuity and flexibility, in order to specify the actual extent to which these concepts and principles can assist the Saudi EFL students to achieve better, easier and faster performance in learning the English language. By the end of this paper, the researcher intends to highlight the relationship between the NLP principles and the SLA learning strategies (O’Malley, 1990), as well as to attempt to describe some possible ways for applying the NLP principles into SLA.

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