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.

FINAL RESEARCH PAPER

THE ROLE OF NLP PRINCIPLES AS TOOLS FOR FACILITATING LEARNING EFL FOR SAUDI STUDENTS

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INTRODUCTION

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.

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). However, scholars and researchers have investigated this issue from different point of views, and under various disciplines; linguistics, psychology of learner, methodology of learning, etc. Hardly one of these attempts discussed the issue from a neuro-linguistic programming perspective.

The notion of using NLP concepts and principles came as a response to validate the claim that NLP can be applied on different disciplines, and when implemented skilfully and successfully, it proved invaluable (Bandler et al, 1979, Revell et al, 2004 & 1999).

STATEMENT OF THE PROBLEM

EFL experts in the field of education and language learning, in Saudi Arabia, have devoted years and years studying and investigating the fact that most Saudi EFL

students are having serious problems in learning English as a FL (See Alkarood, 2006; Albuna'yan, 2003; Alguaid, 1997; Abuammah, 2002). Though the Saudi authorities of education have exerted an enormous amount of efforts and proposed various plans to get student to learn English in a good, resourceful and productive environment, through having an English subject taught, extensively and mandatory, in all public schools, for seven years, five hours a week, yet, the level of English proficiency for Saudi students is still categorized as 'poor', and not improving, though. Students, on the other hand, have constructed negative beliefs about learning English language for some reason. Cultural and psychological reasons must have some role in this phenomenon (Alguaid, 1997).

Most of these efforts - which aimed at promoting the English proficiency for the Saudi EFL students, were not totally successful in providing sufficient improvement to the current level of English for the Saudi students (Alkarood, 2006).

SIGNIFICANCE OF THE STUDY

This study is expected to yield results which will increase the efficacy of learning English language for Saudi EFL students using the concepts and principles of NLP. Besides, the implementation of NLP concepts and principles will be manipulated and reframed to change some common negative learning beliefs that Saudi students used to maintain in regards to the English language learning.

This research paper, however, proposes effective implications of the concepts and principles of NLP that aim changing negative beliefs and learning strategies with positive and effective long-term learning beliefs and strategies. Hence, this study is also going to be a great opportunity to allow other methods, e.g., NLP, to try to remove the obstacles that Saudi EFL students have in learning English.

The researcher believes that there are three reasons that support the implementation of NLP in this study, as a tool to be tested whether or not it can be used to facilitate learning the EFL for Saudi students:

1 NLP (Neuro-Linguistic Programming) [further explanation of what NLP will be provided in the next sections of this paper] is a new discipline that aims at changing beliefs and helping people achieve betterment in different arrays of life. Therefore, by using the principles and approaches of NLP the issue of the Saudi EFL students' weakness in English will be put to evaluation and analysis again, and also there will be another attempt to overcome old negative beliefs and learning strategies towards leaning English.

2 NLP is also expected, by analysing, utilizing and evaluating its concepts and principles, to provide more adequate theoretical explanation of why this phenomenon of Saudi EFL *weakness in English proficiency* came about.

3 The issue of Saudi EFL weakness in English has been extensively studied and investigated from different perspectives; educationally, psychologically, linguistically, textbook designing, etc. However, up to date none of these previous studied have reached an absolute solution to overcome this phenomenon. In this research paper, the researcher intends to study and investigate the problem from another different scope—from an NLP perspective.

The researcher hopes that this research paper will yield some patterns that can be potentially useful and supportive to help Saudi EFL students change the old negative beliefs about learning English, as well as to make learning English become easier, faster and better.

OBJECTIVES OF THE RESEARCH PAPER

In short, the main objective of conducting this study is to find better ways that can assist Saudi EFL students in learning English, theoretically (through cognitive and mental processes) and practically (through good practices of learning and maintaining what has been learned). In Particular, this paper is going to review, study and discuss the

two concepts of NLP; Change and Modelling, and the four NLP principles; outcomes, rapport, sensory acuity and flexibility—in order to find out to which extent NLP can assist Saudi students in learning EFL effectively.

METHODOLOGY OF THE RESEARCH

In this research paper, empirical experiments or questionnaires are not going to be carried out. However, this paper is going to explore the domain of NLP via collecting, comparing, testing, and analyzing the concepts and of NLP to provide valid and useful methods that Saudi EFL students can adopt to facilitate leaning English. Therefore, the researcher has chosen to adopt the *constructive* research methodology to achieve the objectives of this study. The constructive research methodology can be applied when there is no need or room to conduct experiments or questionnaires to test or validate particular issues (Wikipedia). This research paper will provide comprehensive understanding of the role of NLP as a tool in facilitating learning English for Saudi EFL students, as well as to provide a new scope of re-considering and solving the obstacles in learning English.

NLP CONCEPTS AND PRINCIPLES

Before getting started with the NLP concepts of this research paper, the researcher will review some important and crucial aspects of this paper that need to be highlighted tentatively. This introduction, in particular, is meant to review three aspects of this work:

1. Why this study is different from other EFL-related NLP studies, as this work is basically meant to help Saudi EFL students?
2. Are Saudi EFL teachers targeted by this work?
3. What is the research question of this paper?

Discussing these aspects, however, is supposedly going to lead the way to better understanding of this research's objective.

1 HOW THIS STUDY DIFFERENT TO OTHER STUDIES

In much of NLP's literature that the researcher has come across, it appears that the researcher did not find any materials, resources, books, etc that have been built or established for students themselves to use in order to help them to use the techniques of NLP as an assistant tool for overcoming the difficulties of learning the English language, as well as to facilitate and accelerate the English language learning processes. Most of NLP literature, however, which was poured into the field of education and learning, was unfortunately, directed to educators and teachers to help them construct more control over the students, either intellectually or physically (Revell et al (1997), and Jensen (1993)). This control might be manifested in different forms, e.g. disciplines, making the materials accessible, entertaining or more understandable, etc. (See for more examples Revell et al (1997; 1999)

For this reason, techniques and strategies of NLP have been brought forth in this research paper to assist the Saudi EFL students in learning the English language in an independent way, rather than involving another party into the process, i.e. teachers. In other words, Saudi EFL students who are learning English as a foreign language, in a classroom setting or not, are going to be able to manipulate and benefit from these NLP techniques and strategies to, *independently*, assist them in learn the English language. As shall be noticed from the excepted findings of this study, by applying these NLP techniques and strategies, Saudi EFL students can learn the English language more effectively without the need for a crucial support of an EFL teacher. The role of an EFL teacher will still be important, but not as what has been known before as the traditional method of teaching e.g. when learning English used to take place only in a classroom setting environment, where there must be a teacher to teach and students to learn from him/her. The notion that this research paper is trying to introduce in relation to NLP has no apparent interest with the physical component involved in the traditional process of leaning/teaching EFL, but rather it is a change that NLP is about to bring in regards to the *belief system* of the Saudi student himself/herself. In the following chapters, there will be more

illustration of how such a belief system can be changed, in order to achieve better learning outcomes.

In conclusion, the techniques, strategies of the NLP principles that this research paper intends to introduce are meant to be self-taught methods only, rather than the other EFL-related NLP literature that was intended to serve and assist EFL teachers, as has been discussed previously (see Revell et al, 1997; Revell et al, 1999).

2 TEACHERS ARE ALSO TARGETED IN THIS PAPER

By stating that this research paper aims at providing the Saudi EFL students with the ability and resources that they need to manipulate the techniques and strategies of NLP for the purpose of learning the English language effectively and efficiently, teachers, on the other hand, are also expected to benefit from this work by realizing that teaching, from an NLP perspective, 'focuses on the acquisition of general skills, rather on performance in specific situations' (Dilts, 2000, p.1393)—that is, in NLP, learning to learn any skill is more useful than learning a particular skill, even if that skill was learned successfully. For example, it is more useful to learn a good strategy that helps the student to master the skill of spelling English words correctly rather than learning (or memorizing) the spelling of particular words only. Plus, teachers are expected to find new neurological perspectives in the realm of how the mind works from an NLP point of view. In brief, as NLP is expected to prove later in this research paper, the process of learning the English language can be conducted mainly by the student him/herself, rather than the notion that demands to involve a teacher in order to make the process of learning occur. By EFL teachers in Saudi Arabia understanding that learning English can occur without their direct help, some, if not many, teaching beliefs that teachers have already maintained about teaching English as an FL will be subject to the positive change.

In conclusion, targeting Saudi EFL teachers in this research paper is *not* going to be the main focus, but, rather, the researcher believes that this research paper may

target the teaching beliefs of the Saudi EFL teachers in an indirect way, as it has already been discussed previously in this introduction.

RESEARCH QUESTION

From all the previous work that has already been conducted about the topic of this paper, and as a result of the need of conducting this work, the researcher has identified the crucial and controversial question of this research study as: *'Can NLP principles be of any use or assistance to facilitate the process of learning English language for Saudi EFL students?'* To answer this *primary* research question, this research paper will attempt to review, discuss, and analyze the relevant NLP concepts and principles in order to illuminate a larger scope of all the possible ways that NLP can provide for Saudi EFL students. By doing so, the researcher will also specify the implications of these concepts and principles within the realm of language learning for Saudi EFL students, where that is needed.

To answer the research question, the researcher has managed to divide this paper into S*even Chapters,* including a concluding chapter, which will deal mainly with the conclusion of this study, plus the recommendations and limitations. In each chapter, the researcher will review, discuss and analyze a variety of issues and concepts pertaining to the process of language learning within an NLP framework. This research paper will conclude with a summary conclusion of this study, recommendations and limitations.

<div align="center">**CHAPTER ONE**</div>

<div align="center">*INTRODUCTORY* **BRIEF REVIEW OF UNDERLYING NLP CONCEPTS**</div>

Introduction

   This *introductory* chapter will briefly review some NLP beliefs that are essential to be introduced to anyone interested in knowing and utilizing NLP concepts and principles in his/her profession. This chapter will start off by specifying the research sub-primary question that the researcher is going to use to highlight the importance of the sub-topics of this chapter.

Sub-primary research question

   As stated above in the introduction of this chapter, the concept of NLP change and NLP modeling are considered essential in this paper. The question that arises here is: *What is specifically meant by the concepts of NLP Change and NLP Modelling, and what is the importance of these concepts in language learning?*

To answer this sub-primary question, the researcher will endeavor to review the following concepts:

- What is NLP
- NLP and the concept of *Change*
- NLP and the concept of *Modelling*
- The need for NLP in language learning
- Conclusion

1. What is NLP?

   NLP, as many experts believe, is merely the study of excellence (see Peter Freeth, NLP-skills for learning, p.4). This excellence can be achieved through many materialistic means that are manifested in many forms in our daily life, e.g. getting a degree, making money, making friends, being happy, etc. Therefore, NLP comes here to simply provide its users with 'the structure and a language for sharing intuitive knowledge' (Freeth, 2003, p.4)—this notion will be discussed in

the section of "Modelling". Nevertheless, NLP can be identified, in the essence of this research paper, as the internal neurological tool that controls, directs and motivates the actions [desires, beliefs, decisions, movements, reactions, etc] of the human body, and as a result, an individual can utilize this internal neurological [mental] tool to facilitate the processes of achieving objectives or tasks in a better, easier and more effective manner (See Bandler et al, 1979). This shows, for example, that our beliefs can determine our abilities or potentials of doing things [tasks]. If a person keeps saying, or he/she beliefs, that he is good at spelling English words, besides specifying the desired *outcomes*, as well as considering the other possible ways of achieving this task [more illustration of such positive thinking strategies will come in the following chapters]; then there is a possibility that this person will certainly excel at this particular skill rather than if he/she keeps sending negative messages to his/her nervous system (Bradbury, 2000). From an NLP point of view, the possible reason for this person to be able to obtain this positive result, even though he/she used to be *not* proficient at practicing this particular skill before, is because the nervous system in the body has expectedly received this encouraging positive reinforcement, which has been worked out properly to give the desired outcome.

NLP is not, as many misconceptionally believe, a new field of knowledge. In fact, NLP has collected its tenets from a great variety of philosophies and cultures. In his NLP Practitioner course at the Dynamic Mind Work Company, Robb Whitewood (2007) states that NLP is a collection of other people experiences collected throughout the history of humanity, as well as what people could adopt and derive as useful tools (wisdoms) from religions, cultures, literature of successful figures, etc, and then NLP founders and experts formulated this amount of experiences into the NLP framework.

2 NLP AND THE CONCEPT OF *CHANGE*

Another important component that has always been considered in NLP is the concept of *change,* according to *The Psychology Today:* 'the most powerful tool for *change* that exists today.' Change is a broad term that can involve numerous aspects of our daily experiences. In NLP, however, the terminology of the word *change* implements the change of negative values, beliefs and habits of individuals into positives (Young, 2004, pp.37-38). Within this concept, NLP accommodates its credo, through which it aims at changing, consciously, the negative beliefs and values for many people in order to make the tasks that they wish to achieve more achievable, remarkably easier and more desirable. For many NLP experts, this change can occur through a self-developed process, that is, the individual can be in charge of supplying the new input which carries positive attitudes to the mind, in order to make a change within the belief structure in the human mind (Bandler et al 1979, Beaver, 2002). Besides, the change might also occur through supplying the same input of positive data to the mind by copying other talented peoples' experiences. The latter process, however, is usually referred to as the process of *Modelling* (Dilts, 1998, p.28).

In short, the *Change* that this paper is trying to introduce to Saudi EFL students is all about achieving betterment in the intellectual realm, in particular, in the field of learning English as a foreign language. From the discussion above, it seems that the concept of NLP change basically aims at equipping Saudi EFL students with all the potential they need to make a change in their manners, styles, and beliefs about learning English. As is going to be noticed in the following chapters of this paper, the concept of change will take place in different aspects; beliefs, learning habits, thoughts, perceptions, etc.

2 NLP AND THE CONCEPT OF *MODELLING*

In short, Modelling is practically the process when an individual masters the skill of how to study other successful peoples' intuitive talents that are deeply embedded in their minds and their strategic thinking, then, he/she would be able to

refine, improve, and [retain these skills] (Freeth, 2000, p.4). Consequently, a primary belief would be imprinted in the strategically thinking of this person that will be internally functioned as a magnificent tool to help the individual achieve the intended tasks. More to the point, modeling, is the essence of this research paper, is the process of the conscious assimilation of the tacit processes of someone else's valid strategies of how to acquire, use, maintain, manipulate the elements of the English language as an EFL or ESL student (see Wikipedia, the free encyclopedia under *Modelling sub-heading*).

3 THE NEED FOR NLP IN LANGUAGE LEARNING

As NLP has been proven with significant progress when applied accurately and appropriately on different academic and business disciplines and methods of development (Bandler et al, 1979; Revell et al, 1999, 2000; Bradbury, 1997), it is also important to find out whether this kind of discipline is valid or can suit all cases of Saudi EFL students in the process of learning English. Some people, however, may not need to use the tools of NLP due to the fact that they have already had the talented intuitive that enabled them to, automatically and naturally, be successful (Young, 2004, p.38). Others, on the other hand, had to strive hard to achieve their goals and ambitions in many situations in life. The difference between the two types of NLP users can not be more than one thing: That is - from an NLP perspective - each type of person uses different means to achieve their goals and tasks (Whitewood, 2007). From this point, NLP can intervene in order to provide the support that is needed to enable people to achieve their goals, tasks, and to be what they want to be.

Young (2004, p.37), in his book *Understanding NLP Principles and Practices*, lists some questions that can verify to the new users of NLP whether NLP is what they are looking for or not., Young suggests that when it comes to the momentum when people want to find out whether the change through NLP is going to be useful and of benefit to them, they should, then, be consciously aware of whether the

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following list of questions is really what triggers their needs about their personal and professional lives. Below are the questions listed by Young:

- How can I deal with the changes that happen to me?
- How can I make changes in my life?
- How do I change my self, my behavior, and my habits?
- How can I change other people?
- How can I help other people change?

According to Young (2004, p.37), however, NLP is all about finding the answers to these important questions.

In a more educational sense, Saudi EFL students can only be concerned with the first three questions posed by Young (2004), for these questions are all about the *change* that they are looking for in regards to the new effective learning strategies that they are going to be dealing with in learning the English language. Additionally, it is also important to accommodate themselves with the new changes, or in other words, the new amount of data that they are going to gain through studying English, and how is that going to affect other areas of knowledge that have already been gained or are expected to be gained. This means, in a practical definition, that some Saudi EFL students maintain negative beliefs about their mental capabilities that restrict them from gaining more mental skills effectively and willingly e.g. mathematics, English, driving, etc (AL-Karood, 2006).

In this study, NLP has been introduced to try to tackle the most common negative beliefs faced among Saudi EFL students, particularly among the below average EFL learners, that is usually structured among the students as: 'We are not good at learning English' (See Albuna'yan, 2003). But, however, from the NLP perspective, those below average EFL learners are no different to those successful EFL students, and therefore, they can, through an appropriate *belief* change, become

successful and affective English learners (Revell et al, 1997, pp.69-72). This negative belief system, however, can be changed through the concepts of *NLP Change*, *NLP Modeling* and *NLP Principles* that are going to be discussed, analyzed and tested singly, in the following chapters of this paper.

From these points, one may realize why it is important to consider utilizing the concepts and principles of NLP to improve and develop the level of English for Saudi EFL students.

CHAPTER TWO

NLP PRINCIPLE ONE: *OUTCOMES*

WHAT IS NLP OUTCOMES

In NLP, this principle is sometimes referred to as 'outcome setting' (Young, 2004, p.141), 'outcome orientation' (McDermott et al, 2001, p. 63), or 'outcomes' (Revell et al, 1997, p.57). All terminologies used to refer to this NLP pillar roughly mean the same thing, as they do not practically significantly differ much from the targeted meaning of this pillar.

Merriam Webster Dictionary defines the term *outcome* as 'something that follows as a result or consequence'. The same term was also defined by Oxford Advanced Learner's Dictionary as 'the *result* or effect of an action or event.' Revell et al (1997, p.16), however, argue that the term *outcome, in an NLP context, does* not mean *results*. She explains:

"Outcomes in NLP mean something very similar to goals or objectives (rather than the everyday English meaning of 'results'.) NLP is very much an 'achievement-oriented technology' and is based on the belief that knowing precisely what you want helps you to get it."

In short, from Revell et al (1997) definition of NLP outcomes, it clearly appears that NLP promotes the habit of encouraging its users to set their intended outcomes in advance before getting to do the procedure that is expected which helps them achieve the desired objectives and goals.

NLP outcome setting is considered by many NLP experts to be one of the NLP key processes (Young, 2004, p.143). Setting outcomes usually come through a particular, and bit complex procedure. There are many steps that NLPers tend to introduce as the ideal way of facilitating goals achievement. Setting outcomes is not as one may presumably think as 'the process of articulating whatever goals one would like to achieve, without

exerting any other substantial effort'. As we shall see in this chapter, NLP outcomes must be, according to the NLP experts, very well-formed (Revell et al, 1997, p.59; Young, 2004, p. 153; others).

In her book *In Your Hands, NLP in ELT*, Revell et al (1997, p.59) suggests that in order to set a well-formed outcome, we need to 'express our outcome in words, whether we achieve it or not.' Since this study is meant to serve and help the Saudi EFL student, an example to illustrate a well-form outcome setting is 'I want to speak English fluently.' Revel et al (1997) notes that it's important that, before proceeding with this outcome, one needs to check the desired outcome against the *PEACH-S* criteria. This will, as Revell argues, help the individual to 'make notes and amendments as [he/she] goes and at the end write your clearly-defined outcome. The PEACH-S criteria are an acronym of: **P**ositive, **E**vidence, **A**ll the time, **C**onsequences, **H**ands and **S**pirit (see for more illustration about these criteria In Your Hands by Revell et al (1997) p. 60).

PEACH-S criteria suggested in Revell et al (1997, p.60) will be reviewed and discussed within the work of Young (2004, pp. 153-160) on the *well-formedness conditions for outcome setting*. As Young constructs the conditions of the well-formed outcomes, he notes that 'setting well-formed outcomes is not compulsory.' However, for the sake of clarification, the researcher is going to use the exemplary outcome that the researcher assumes to be a good example for the Saudi EFL student outcomes in regards to learning English: 'I want to speak English fluently!'

The NLP well-formedness conditions for outcome setting (ibid: 153-160):
1   stated positively (towards what you want)
2   described in sensory-based language (see, hear, feel)
3   started and maintained by you
4   appropriately contextualized in terms of time, place, people
5   maintains the current positive by-products, the secondary gains

6   considers the ecology of the change in terms of cost, time, sense of self and effect on the system

In brief, these well-formed conditions will be reviewed and discussed. The aim of doing so is to determine to which extent these well-formed outcomes can be useful to the Saudi EFL student. These conditions are going to be viewed as if they have already been applied to the case of this research paper. There are two reasons for doing so; 1) This paper has a word limit, and the researcher can not apply these conditions on both aspects, the general realm of NLP and also on the case of Saudi EFL students; 2) the time that is given to this work limits extra explanations the by-product of NLP outcome.

1 Stated positively (towards what you want)

In NLP, it is wildly believed that 'the brain cannot process negatives directly' McDermott (2001, p.64). This assumption came to NLP from the belief that if an individual tries '*not* to think of a blue tree', then he/she will inevitably think of that blue tree. As a result, an NLP user is always encouraged to think of the desired outcome that is wanted to happen, rather than what is *not* wanted to happen (Young, 2004, pp. 154,155). For instance, an inappropriate outcome for the Saudi EFL student who wants to achieve better performance in English language at the long-run would be something similar to: 'I do not want to be unable to speak English fluently.' By stating such an outcome, the focus will be mainly on the negative aspect of the process of learning English. The appropriate version of this outcome would be something like: 'I want to speak English fluently.' The latter form of outcome is apparently positive, and it also states what the Saudi EFL wants to acquire, and not what he/she does not.

2 described in sensory-based language (see, hear, feel)

According to Young (2004, p.155), this outcome condition 'was originally suggested that you imagine your outcome in sensory-based terms—what you see, hear, and feel when [this outcome] was achieved'. This notion does not sound very realistic in today's world, as Young links this idea to the notion of evidence:

- 'How will you know when you have got your outcome?'
- 'What will you be seeing/hearing/feeling when you have got it?'
- 'How will other people be aware that you have got it?'

These questions are very crucial to help the Saudi EFL students determine what they are going to be like by setting their outcomes, i.e. *I want to speak English fluently*. Also, as many Saudi EFL students mistakenly believe that they have not achieved any substantial advancement in learning English (Abuammah, 2002), this proposed process will clearly identify to them which extent of English progression they have achieved, as well as to highlight the indications that will prove to them that they have progressed in this matter or not. Carrying out this procedure is effective in situations when the Saudi EFL student finishes the high school, which makes seven years of studying EFL, finds him/her unable to comprehend an authentic English new story. As a result, the student might think that he/she has failed in leaning English, and consequently, they will end up in frustration. The reason of this frustration is likely caused by the lack of setting well-formed outcomes, equally by the student and also by the authority of education in the country. Setting a well-formed outcome can determine, in a realistic sense, what skills the Saudi EFL student can perform at this particular stage. EFL teachers play a very major role in this process of setting well-formed outcome, either positively, by helping students set their expected outcomes, or negatively, by not doing so. As a matter of fact, the Saudi EFL students, achieving this level of proficiency that enables them to comprehend an authentic English news story, after finishing the high school – about 7 years of studying EFL - is not yet considered a genuine objective of the course itself, which in some sense, contradicts the general objectives of teaching this course that were set by the Saudi Ministry of Education (AL-Karood, 2006).

3 Started and maintained by [the Saudi EFL students]

This NLP well-formed condition is all about promoting the sense that outcomes should be started, monitored and maintained by the person him/herself (Young, 2004, pp.158-

159). To put this into a perspective, one would assume that learning the English language is a project that does not *always* require other people to be involved in it in order to get it performed or achieved, i.e. English teachers. Students, after acquiring appropriate learning strategies, can rely on themselves in learning some of the English skills that are irrelevant to the classroom activities, e.g. reading English story books at home, watching English movies, listening to the English radio, etc. In order to apply this notion on the Saudi EFL students whose goal is to *learn to speak English fluently*, this well-formed condition should indicate that the Saudi EFL student can start to learn English, whether by attending English classes, tutoring, self-study etc, and also can maintain these attempts in an a appropriate way. For example, the outcome should not finish if one component of the learning process disappears, e.g. EFL teacher. In short, the aim of this condition is to enable the NLP user, who is trying to achieve a desired outcome, to rely mainly on his/her potentials in doing the process (Young, p.p.158-159).

4 Appropriately contextualized in terms of time, place, and people

When setting the outcome, 'clarify the context – where and when and with whom do you want your outcome' (McDermott, 2001, p.64). In a practical context, the Saudi EFL student is required to specify where to use the desired outcome, what period of time he/she wants to use the outcome, and with whom he/she wants to use the outcome. To achieve the best of this outcome, the answers to these questions should be positive and more encouraging. For example, considering the previously model outcome 'I want to speak English fluently' for a Saudi EFL student, one would specify the following about:

1) *Where*: in English speaking country/community, as well as in a non- English speaking country.
2) *When*: after finishing a particular grade, depending on the current grade. Or to specify a particular period of time that the student is trying to achieve this outcome within.
3) *With whom*: native speakers of English, as well as second language speakers of English.

Young (2004, p.159) adds another crucial question to this outcome condition:

4) "For how long [does the student want to keep/use this outcome]?"

If one assumes that the specified outcome here is 'to speak English fluently', then an expected answer to this question from the Saudi EFL perspective could be either: 1) *I want to learn to speak English for a limited period of time (e.g., until I return home from an English speaking country, or until I get a degree in certain subject)*, or 2) *I want to learn to speak English for an unlimited period of time (e.g., indefinitely)*. The first answer is not the ideal answer from an NLP perspective, due to the complete reliance on the conscious mind (Dilts, 1980, pp.49-56). The latter one is apparently very encouraging and more likely to prompt the positiveness of the overall process of learning, as this process is more likely to go through the conscious to the unconscious relationships in the human mind (ibid: pp.49-56). By specifying that the purpose of learning to speak English is to use it for unlimited period of time [indefinitely], this outcome condition will then be prompted to initially use the consciousness to learn the basic component of the targeted language. Consequently, the unconsciousness will operate soon afterwards to maintain, attain, and acquire a variety of linguistic elements for longer periods of time.

5 Maintains the current positive by-products, the secondary gains

This outcome condition functions at increasing the awareness of knowing 'the positive by-product of [one'] present behavior' (McDermott, 2001, p.64). In other words, an individual should realize, in the case of setting his/her outcomes, the things that would be gained or lost. For example, a Saudi EFL is required to state the gains and losses of 'learning to speak English fluently'. Apparently, the gains of this process are much more than the losses. Some of the positive gains of this outcome can be, a student is going to able to communicate with many people from different cultures and backgrounds, the student can enjoy all work of arts in English, the student can gain more knowledge that is introduced in English language etc. These gains always have no time limit, but some gains do, e.g. passing an English exam. There are losses for this process as well, but they are

very minimal, and have a time limit, e.g. some time should be spent on studying English, some more memorization of English vocabulary items, more reading, etc.

6 considers the ecology of the change in terms of cost, time, sense of self and effect on the system

McDermott (2001, p.64) puts this outcome condition as follows:

> *'Consider the ecology of your goal [e.g. learning to speak English]. As yourself, is your desired outcome worth the cost (in every sense, not just monetary) and the time it will take, and is it in keeping with your sense of self? A well-formed outcome does not significantly interfere with anything that is important to you. Instead, it actually enhances your sense of self.'*

In a practical sense, Young (2004, p. 160) suggests a number of questions to verify 'the consequences of attaining this outcome':

- "What will be the benefits of having achieved this outcome?"
- "What will be the costs of not achieving it?"
- "Is it worth the cost to you?"
- "Is it worth the time it is given to take?"

The Importance of the Well-formedness Conditions to Language Learning

As a general rule, these well-formedness conditions 'help ensure that you frame your goals in a way that gives you the greatest possibility of achieving them. They also help you to get clear about whether you really do want something' (McDermott, 2001, p.65). For many Saudi EFL students, learning to speak English is an actual demand in their professional lives, but, however, they are not aware of what they want to use English [the outcome] for. These well-formedness conditions are expected to facilitate the procedure of reviewing the Saudi EFL students out of the process of learning English.

Most importantly, the Saudi EFL should bear in mind that 'until [he/she] starts taking an action, an outcome is only a dream' (Young, 2004, p.167). As some outcomes are too

huge, e.g. learning to speak English fluently, one can break it down 'into relatively short-term manageable sub-goals' (Young, 2004, p.167). An example of short-term manageable sub-goals can be something similar to 'learning a hundred English vocabulary item in a week; learning three English tenses in a week etc'.

CHAPETR THREE

NLP PRICIPLE TWO: RAPPORT

WHAT IS RAPPORT?

According to Oxford Online Dictionary, the term *rapport* is defined as: 'a close and harmonious relationship in which there is common understanding.' In NLP, however, the term is defined on the same basis of its linguistic meaning. 'One of the most important relational skills in NLP is to build rapport with others' (Dilts, 2000, p. 1051). In his book 'NLP – Skills for learning', Freeth (2003) explains NLP rapport as '... it is that thing you have with people you like, when you are on the same wavelength, see eye to eye and feel a real connection with them.' (ibid: p.30) The two basic elements that are involved in the process of building rapport are the techniques of *matching* and *mirroring*. These techniques are not going to be explored in the folds of this paper, due to their irrelevance to the topic of this paper.

Rapport in language learning

Rapport, in the essence of this research, is going to only concern the purpose of facilitating using English language as a proper communicative means for the Saudi EFL students. Basically, the Saudi EFL student needs to use the rapport to improve the way they use the English language. As a starting point of introducing how the rapport can be useful to the Saudi EFL students, Young (2004, p.102) claims that there are some elements that an individual needs to match in the other person(s), and also very crucially, in order to build successful rapport. These elements are: 'their physiology, behaviour, use of language, how they speak, and level of energy.' As a matter of fact, the Saudi EFL can match these elements at two levels; matching a common type of the personality of native English speakers, or matching particular individuals. The Saudi EFL student can set either one as a model to match.

Firstly, a Saudi EFL student can, through the NLP rapport, match a common type of the personality of native English speakers. According to a recent physiological evidence, matching the elements - specified above by Young (2004) 'enables us to understand emotions and stimulate [in this case: the English native speakers'] experience' Young (2004, p.104). Giacomo Rizzollati, in the same study, 'discovered that there are specific elements in the brain, which he called *mirror neurons*, which respond to movement information (Ramachandran, 2003 cited in Young, ibid: p.104).' In NLP, there has been some literature written about copying and imitating the psychology and physiology of the native speaker of the L2. As far as this research paper is concerned, there have not been any NLP studies approving or disapproving such claims. By any means, many NLP experts promote such belief (Whitewood, 2007). Beaver (2002) argues that it is useful for L2 learners, in case they want to improve their performance in L2, to take the identity of the native speaker (ibid: pp.122-123). This, however, corresponds, literary, with the discovery of the *mirror neurons* by Rizzollati. In an exercise, created by Young (2004, pp. 103-104), he claims that 'by trying on someone else's style you will experience a changed perception of the world'. This 'changed perception of the world' will, consequently, affect the way the individual (the Saudi EFL student) speaks or expresses their ideas in the target language.

There are some aspects that an NLP user can match in the behaviour of the target person, in order to establish a successful rapport; 'Physiology, breathing, language content and model of reality, worldview' (see figure 6.1 *matching other people* in Young, 2004, pp.108-110). These aspects are all of the same importance to the Saudi EFL students who are trying to achieve better performance in English language through the NLP rapport. However, our focus here will only concern the *language content*. Young (ibid: pp.180-110) suggests the following methods of building rapport through the language content:

1) 'Use their actual words: their pronunciation, jargon, preferred terminology.'
2) 'Use a similar phrase and sentence length—long, medium or short.'
3) 'Use similar tonality: say the words how they say them—rising, on the level, or falling, and with similar emphasis.'
4) 'Use similar phatic expressions [e.g. *G'day! Hello!* According to the society the learner communicates with]. These ritual exchanges are for social lubrication and maintaining a comfortable relationship between people.'
5) 'Match their style of language: are they direct and to the point, or slow and rambling? Emotional, or blunt and factual? Do they call a spade a spade, or use a euphemism? Do they tell stories and use metaphors?'

These methods, however, indicate that learning to speak English involves learning to sound English. For many second language speakers of English, however, there seems to be a state of unawareness of this crucial difference (see for more information Beaver, 2002).

Voice characteristics of the targeted personality type, whom their language is what the Saudi EFL students is trying to learn, is also stressed within the NLP principle of rapport. Young (2004, p.111) stresses the importance of this aspect: 'move towards the other person's way of speaking, and thus acknowledge them on a subtle level.' This way of imitating the way the native speaker of English speaks can be achieved through a skilful practice of pronouncing English words and sentences. Linguistically, this aspect is sometimes referred to as the *English accent*. Doing so should not be too obvious—as this is a general role that should be taken into account when applying the NLP rapport techniques and strategies (Robb, 2007; Revell et al, 1997, p.111; Young, 2004, p.116).

In terms of establishing a rapport at lexical and grammatical level, Revell et al (1997, p.111) suggests a number of ways for a L2 speaker of English when

involved in a conversation. The ways she is suggesting appear to be appropriate ways in terms of keeping the other persons in the conversation on track, and avoiding getting them to realize that the interactant is a L2 who may not understand or comprehend what they say, or also who may spend longer time to work out what the conveyed message from their speech is. She suggests that an individual can use 'emphatic noises as *Mm*, *Oh*, *Ah*, etc'. She also stresses the importance of using the interjections, e.g. '*Really*?', '*Oh dear*', *How awful*', '*interesting*', etc. In case the L2 speakers of English do want to make sure they have understood the message of the native speaker of English correctly and appropriately, but they do not want to sound 'incompetent' in understanding their English, or even if they want to 'elicit further information', they may use these linguistic patterns suggested by revel et al (1997): 'so what you are saying is …?', 'do you mean that …?', 'tell me more…' etc. Eventually, if the L2 speakers of English are concerned that if they do not interrupt earlier at the conversation, they would not get the intended message. (2002) argues that if the L2 speaker of English pretends to understand everything, even if they do not, then by the time the speaker has finished, the message will get through properly—as 'we all repeat ourselves endlessly' (ibid: p.123).

CHAPTER FOUR

NLP PRINCIPLE THREE: SENSORY ACUITY

WHAT IS SENSORY ACUITY?

Dilts (2000) refers to this principle *sensory acuity* as 'the ability to make refined sensory observations' (ibid: p.1201). McDermott et al (2001) describes it as the process that 'involves paying greater attention to the information that you get through your senses' (ibid: p.76). Revell et al (1997) drags this principle further to include the ability to observe and 'notice the non-verbal clues that people are communicating to us all the time' (ibid: pp.180-109). All these explanations of the sensory acuity do, in some sense, mean the same thing. That is, Sensory acuity is then a mixture of skills that promote and upgrade the ability of observing, noticing, all the verbal and non-verbal information that we perceive through our senses.

Sensory acuity is a process that works interactively and integrally with the other NLP principles, such as outcomes and rapport. It is strongly believed that after setting the outcomes, the individual should 'have sufficient sensory acuity to know if you are moving towards it or not' (Smith, 2004). Others believe that sensory acuity is part of a successful establishment of the rapport (Revell et al, 1997, p.108). In short, this paper is not trying to solve this controversy, rather it is concerned about whether this NLP principle holds any importance to the language learner or not?

SENSORY ACUITY IN LANGUAGE LEARNING

Since the purpose of sensory acuity is to enable the individuals to perceive a wide range of information, overtly and covertly, through our senses (McDermott, 2001, p.76), this brings to our attention that English linguistic elements that Saudi EFL students learn are considered parts of the *information* as well. However, the

sensory acuity promotes the skills that the learner should sufficiently have, in order to enable them to observe and notice the fine elements of any micro linguistic elements. For example, besides learning a particular English vocabulary item, there are other fine elements that are attached to this process, ie the number of syllabus in the vocabulary item, the stress, the way it should be pronounce, when to be used (socially), intonation, the shape of the lips during the utterance, mirroring the mannerisms of articulating the vocabulary item etc. the same thing applies on grammar and other aspects of the language.

On the other hand, sensory acuity can also be of assistance to the Saudi EFL students at learning information items at the macro level. For example, if one assumes that the Saudi EFL students are trying to learn a particular vocabulary item, they will also be more enthusiastic to observe and notice other aspects of this item, eg its uses, synonyms, antonyms, spelling and tense form of the vocabulary item, etc.

Hence, another aspect of using this principle can be seen in the modelling process (chapter one). Sensory acuity is very effective in modelling others, eg [native speakers of English] (McDermott, 2001, pp. 76-77). It enables the Saudi EFL students to observe and notice the physiology, psychology, emotions, perceptions, etc of the model. As a result, however, more accurate observations of the model will be made by the Saudi EFL students, which is expected to activate the *mirror neurons* (Young, 2004, p.104), as well as improving the performance in utilizing the English language (Revell, 1997, p. 108).

Above all, sensory acuity is also expected to help the Saudi EFL students by broadening their scope of channels through which they can receive variable amount of information [linguistic input]. Learning to acquire the English elements for many Saudi EFL students can solely be achieved through, or may be restricted to, the EFL teacher, text books, educational-oriented situations, etc (AL Karood,

2006). Sensory acuity aims at enabling the Saudi EFL students to consider all the possible channels in acquiring the English language. These elements can be perceived through non-educational-oriented situations. If the Saudi EFL students have become sufficiently aware of achieving their outcome (e.g. speaking English fluently), then they will be very sensory acute to learn English items (information) through educational as well as non-educational situations. That is, they will find themselves learning from the EFL teacher, as well as from a street sign with English content. They will also be sensory acute to learn English items during the school days, as well as the holidays. They will learn from authentic English texts, as well as from unauthentic English texts (e.g. English text messages, English jokes) etc.

CHAPTER FIVE

NLP PRINCIPLE FOUR: FLEXIBILITY

WHAT IS NLP FLEXIBILITY?

In the NLP literature, naming of principles are subject to wide variations (Ellerton, 2003). As for this principle, some NLP experts wish to call it the Flexibility principle, such as Dilts (2000), Garratt (1997) and Revel et al (1997). Others prefer to call it NLP behavioural flexibility, such as McDermott et al (2001), Smith (2003) and Bandler et al (1979). However, the term *flexibility* or *behavioural flexibility* have almost been used to refer to the same process, as shall be seen in the scholarly views in the discussion set forth below.

Flexibility is broadly considered one of the most basic NLP concepts among the NLP experts (Revel et al, 1997). According to McDermott et al (2001), flexibility is about 'having a range of ways to respond to or to do something.' He adds, 'it is about choice in action.' In his NLP encyclopaedia, Dilts (2002) writes 'flexibility relates to the range of choice and diversity available to a person or system.' In short, from these definitions of the NLP flexibility, it appears that NLP flexibility is a supporting tool that aims at providing the NLP users with a variety of choice that they can hold and use, as alternative solutions, when trying to achieve their outcomes.

Practically, McDermott et al (2001) suggests that in order for individuals to be able to utilize the benefits of the principle of flexibility, they need to train themselves to 'get into the habit of asking [themselves]: *is there something else I could do?*' He also claims that one needs to ask this question, even if the process of achieving the intended outcome is going well, 'it is a good idea to collect other options.'

NLP FLEXIBILITY AND LANGUAGE LEARNING

For some reason, the principle of flexibility is often attached or related to the process of achieving the *outcomes*. However, Smith (2003) points out that flexibility is a useful tool that enables individuals 'to vary [their] behaviours until [they] get the outcome.' From this point, and based on the discussion in the *NLP outcomes* section of this paper, within which the researcher sets an exemplary outcome for the Saudi EFL students as: 'to speak English fluently'—it appears that in order for any L2 learner to speak English fluently, there are other relevant learning and practicing stages that the learner should go through before achieving this particular outcome. For example, some of the learning experiences or trials can be *memorizing a number of vocabulary items every day, attending language classes, listening to English recorded conversations,* etc. If, according to the principle of flexibility, the Saudi EFL students have been doing these exercises, or some of them, for a considerable period of time, but the desired outcome does not seem to be achieved the way they prefer, or perhaps they are not happy with the kind of progress they are making, then they can change this way of learning and switch to another one—ie being flexible in adopting any method of learning. In other words, if the other method of learning to *speak English fluently* that Saudi EFL students had adopted does not work, they can quit and try something else, and so on and so forth until they achieve the desired outcome (Smith, 2003). This principle is meant to provide the NLP users and the Saudi EFL students in particular, with the belief that if any part of the process does not work, it can be changed, replaced or modified, in order to give better results (Garratt, 1997).

One more important aspect of this principle is that flexibility aims to helping people get *unstuck* (Garratt, 1997). In this essence, however, some Saudi EFL students are keen on learning to speak English. However, some of them feel frustrated just as they are still in the first stages of the process (Abuammah, 2002). According to Garratt (1997), this principle can be used tentatively before getting involved with the process of achieving the outcome. In this case, Saudi EFL

students should prepare a backup strategy that they can use once they get stuck and unable to continue to achieve the desired outcome.

Garratt (1997) suggests some flexibility underlying methods that one can adopt before starting to achieve to pursue to the desired outcome. These methods are: (modified to suit the Saudi EFL students' needs)

- Be prepared to change something that is not working.
- Be prepared to change – sometimes when something is not working – to be even more effective.
- Be prepared to change before something goes wrong.

In his suggested methods, Garratt (1979) seems to offer possible safe exists to the expected obstacles or blocks that might occur along the line of any process of outcome achievement. In regards to the Saudi EFL students, this is also useful. Saudi EFL students can benefit from these considerations within the process of learning *to speak English fluently*. As it has already been indicated that Saudi EFL students get frustrated in learning the English language (Abuammah, 2002), this process suggests that Saudi EFL students should be very well-prepared to face and endeavour any change in the process of achieving the outcome, or even to have the sufficient courage to impose the change they prefer to the process. To do so, nonetheless, Saudi EFL students need to set alternative plans and options that they believe they may need to use in replacement of the old learning strategies that they have already adopted. Plus, they may also need to add more components, or take away some, to the old learning strategies, so the learning process will work better than before (Garratt, 1997). Additionally, these considerations work best to give the Saudi EFL students some fundamental beliefs that they need to be more sensory acute to observe the effectiveness of the learning process, and whether it is going to last long, or will soon collapse (Smith, 2003).

CHAPTER SIX

THE RELATIONSHIP BETWEEN NLP PRINCIPLES AND *SLA LEARNING STRATEGIES*

The NLP principles discussed and reviewed in this research are meant to assist those Saudi EFL students, who are willing to adopt any approach to aid in their improvement of the English learning outcomes. As NLP is becoming very popular in the Saudi community, the proposed approaches in this paper will be introduced as part of new appropriate methods of English learning strategies that have been derived from the NLP body, irrespective of academically *debating* their actual origins. Some Saudi students, however, may not have the chance to study the SLA theories before or during their English learning process, or even studying the SLA learning strategies (Rubin, 1975; O'Malley and Chamot, 1990) as these theories are not implemented in the Saudi EFL textbooks. From this insight, however, the researcher devoted this work to study some new learning perspectives, in an attempt to produce new and different accurate learning strategies.

As NLP's scientific originality and credibility are doubted by many (Corballis, 1999, cited in Wikipedia), there is remarkably some degree of agreement and disagreement between its principles, and the SLA learning strategies, as suggested and constructed initially by Rubin (1975) and later on developed by O'Malley and Chamot (1990). Nevertheless, the notion that the principles of NLP may have been adopted from the SLA learning strategies, or the vise-versa, does certainly require careful attention and independent in-depth research. However, from the present data in this paper, as can be seen from the discussion in the following sections, there seems to be some crossovers between the two fields. However, one of the major weaknesses of NLP, as was experienced by the research – qualified NLP Master Practitioner and Coach - during this work, is that NLP tends to adopt other theories from different disciplines, eg psychology,

linguistics, neurology etc, An example of this can of phenomenon can be seen in the English *emphatic expressions* that were suggested by Revell (1997) and Young (2004) and discussed in Chapter Three *principle of rapport*. These emphatic expressions are similar in their use to the applications of the *SLA formulaic speech*, which, according to Myles et al (1998), is identified as the 'multi-morphemic unit memorized and recalled as a whole, rather than generated from individual items based on linguistic rules' (ibid: p.325 cited in Gallie, 2001).

Interestingly enough, certain recent concepts of learning an ESL/EFL can be disguisedly shared between NLP and learning strategies. For example, the concept of *NLP modeling* is clearly manifested in SLA learning strategies through the suggestion of Rubin (1975) and Stern (1975), in which they point out that after eliciting the learning strategies of a successful L2 learner, another individual, who 'had not discovered them on their own,' can learn to copy these strategies and then practice them (ibid: p.2). Another example illustrating the agreement between the concepts of NLP learning strategies can be seen in the description of good language learners, who, according to O'Malley (1990):

'... Have a wide repertoire of learning strategies and use a series of strategies rather than a single one when engaged in a learning task.'

In NLP, the same process described above is refereed to as *flexibility*, which aims at encouraging the L2 learner to maintain and use as many strategies as possible.

Finally, as far as the researcher is aware of, NLP principles can be accredited for taking into consideration that very fine and deep observations are essential in the process of learning eg NLP modeling - starts from modeling the verbal words and finishes at modeling the fine features of the physiology of the target individual. The principle of sensory acuity promotes the highest skills to observe the sources of information. More explanations of these concepts and principles are set forth. This distinction, as far as the research is aware of, is only special to NLP, and was

not found in the SLA learning strategies.

UTILIZATION OF NLP PRINCIPLES IN LEARNING EFL

NLP is often taught through training courses, as this is, as far as the researcher is aware of, the only method in teaching and certifying NLP users so far. This work aims at providing and equipping the Saudi EFL students with the NLP skills, particularly the concepts and principles discussed in this paper that can assist them in learning English. This process can take place through an adequate awareness of the NLP concepts and principles before and during the learning process. A well-trained NLP trainer/teacher, or even a book illustrating these methods, can convey the message intended by this work. The purpose of this paper is, nevertheless, to enable the Saudi EFL students to utilize these NLP methods independently in learning English.

In the NLP body, the concepts discussed earlier in this research, *modelling* and *change*, are more likely to be theoretical and philosophical than practical. That is, until today, there have not been any special exercises to promote these concepts, particularly in language learning. An adequate awareness of these concepts is believed to promote the students belief that they can change their learning strategies and beliefs, simply by modelling other successful English language speakers, as is seen in the demonstration of these concepts in Revell (1997).

NLP principles - outcomes, rapport, sensory acuity and flexibility – have their own exercises that were developed especially by NLP experts. An outcome setting, for example, is a tool that can be easily used for setting any outcome, be it in language learning or something else, through following the steps and conditions of this process, as discussed in *Chapter Three 'outcomes'*. Rapport, on the other side, is usually taught in NLP training courses by enabling the individual to copy the other person's physiology, breathing, posture, and speech tones etc. the other two principles, sensory acuity and flexibility, were also developed as theoretical and philosophical stances, and until today, the researcher, [certified NLP Practitioner and NLP coach], is unaware of any exercises that can promote

the use of these two principles (See Revell, 1997 for more explanation – pp.108-109 and p.136). Nevertheless, though this research was not initially meant to find or create special exercises or methods that explain how to apply the NLP concepts and principles in the Saudi EFL learning process, the researcher believes that this present work has, to some extent, outlined the theoretical framework that will lead and direct the next step of the research in this field, ie NLP and language learning, which may specifically focus on creating the suitable methods of promoting the use and practices of the NLP concepts and principles in the SLA for Saudi EFL students.

CONCLUSION

Though this research paper is theoretical and does not involve in conducting questionnaires or empirical experimentation, it has shown that NLP principles (outcomes, rapport, sensory acuity and flexibility), as well as the concepts (change and modelling), can convey great influence and improvement when successfully applied on the L2 learning strategies and beliefs of the Saudi EFL students. NLP principles have provided a variety of useful applications that can be utilized within the structure of the English language learning for Saudi EFL students. The concepts of NLP *change* and *modelling* are broadly considered very powerful means for the improvement and betterment of the L2 linguistic skills. As NLP promotes the belief that it is possible for the learners to positively change their beliefs as well as their invalid learning strategies, it stresses that the belief that some learners may maintain - *that they cannot make a positive change [to their invalid learning habits] -* will turn the process of learning into waste (Rosenthal & Jacobson, 1968). NLP also believes that *modeling,* in particular, is a very powerful tool that provides the learner with the skills other successful learners or native speakers of the target L2 maintain, and that he/she does need to obtain in order to achieve better learning outcomes.

NLP principles are considered, generally, great organizational tools. These principles are believed to keep the learner always motivated to learn more, with no fear of failing or feeling that he/she has to stop at a particular stage. Saudi EFL students can adopt these principles in order to have a more organized and well-managed learning process. These principles are meant to be adopted in stages prior to the beginning of the learning process, during the learning process, and also in the advances stages of learning. Practically, Saudi EFL students need to start off their English learning by setting their outcomes, according to the discussion above. Then, to achieve this outcome, they need to adopt good rapport skills, which will enable them to communicate more effectively and integratively with others. During the learning process, Saudi EFL students should be sensory acute to all channels around them, which can provide any English input, regardless of its quality. Finally, as the

Saudi EFL students are involved in the learning process, many learning strategies they have already adopted may turn out invalid. If they do not maintain a good degree of flexibility, they might end up in frustration. However, the NLP flexibility is expected to enhance their experience and alter the invalid learning strategies with valid ones.

RECOMMENDATIONS

From the conclusion of this paper, it appears that NLP principles need to be involved in the learning process before, during and as long as the learning process is motivated. Therefore, this paper suggests that the NLP principles, as well as the concepts of *change* and *modeling*, need to be introduced to the Saudi EFL students prior to stages of teaching English as a mandatory course. The introduction of these aspects should not be wrapped within the NLP framework, as this is going to be extra burden for students. The researcher expects better achievement and performance in later stages of learning English, if the NLP methods have been implemented accurately and successfully.

Hence, the researcher feels the need for conducting a multitude of empirical ad theoretical EFL-NLP related studies, in order to investigate the validity of the NLP principles on the Saudi EFL students' performances from different perspectives. Plus more research needs to statistically measure the validity of NLP principles in the field of SLA.

LIMITATIONS

The researcher has faced some major limitations during conducting this research. One of which is that the whole perspective of this work has not been conducted before. There was remarkably a clear shortage of NLP literature that dealt with SLA, due to the fact that NLP is considered a new discipline, plus many experts doubt its applications. Additionally, NLP is 'scientifically unvalidated' (Sharpley, 1984 cited in Wikipedia) and as well as the fact that it does not believe in having a theory (Bandler et al, 1979), and therefore, the statistical studies in this regards were quite rare. As a result, the researcher had to rely mostly on the literature of NLP rather on the academic studies in the field. In order for the researcher to conduct this work, he had to go on extra training courses in NLP, so he will

be able to construct better understanding of the tenet of NLP. Finally, in order to interpret the findings of this study to the Saudi EFL students, as they are the main concern of this study, this work has to be translated into Arabic.

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