



doi <https://doi.org/10.58256/5ryw2v96>

Research Article



Section: Literature, Linguistics & Criticism

Published in Nairobi, Kenya by
Royallite Global

Volume 4, Issue 4, 2023

Article Information

Submitted: 24th September 2023

Accepted: 11th November 2023

Published: 30th December 2023

ISSN: 2708-5945 (Print)

ISSN: 2708-5953 (Online)

Additional information is available
at the end of the article <https://creativecommons.org/licenses/by/4.0/>

To read the paper online, please scan
this QR code



How to Cite:

Almosa, A. (2023). Using neuro-linguistic programming and transactional analysis tools to measure the English proficiency of foreign language learners. *Research Journal in Advanced Humanities*, 4(4). <https://doi.org/10.58256/5ryw2v96>

Using neuro-linguistic programming and transactional analysis tools to measure the English proficiency of foreign language learners

Abdulrahman Almosa

Department of English, Faculty of Languages and Translation, King Khalid University, Saudi Arabia

Email: almosa@kku.edu.sa

<https://orcid.org/0009-0007-4782-7880>

Abstract

Various methods are used to evaluate the English skills of non-native learners. Two approaches within cognitive science have garnered attention lately due to their potential usefulness in learning a foreign language and improving an individual's interpersonal and communicative skills. They include Transactional Analysis (TA) and Neuro-Linguistic Programming (NLP). Self-improvement, psycho-education, and language teaching extensively use these psychological methods for assessing and evaluating students' behaviour. Communication skills, such as consciousness, fearlessness, and others, are essential to teach English in the classroom and can be trained through methods like NLP and TA. This study focused on measuring different variables that underpin proficiency in a foreign language. The six variables measured in this study include speaking, listening, reading, and writing skills. Grammar and vocabulary proficiency were also measured. The measuring instrument was the NLP and TA tools, and the method adopted for the study is an experimental approach. Two hundred high school students participated in both the pretest and posttest. Both the researcher and some selected teachers administered the tests. The findings of the study affirm that the participants generally performed better across the skill sets for proficiency in the posttest, more than what is seen in the pretest. This indicates that the tools help measure and facilitate learning different FL proficiency skills.

Keywords: foreign language learning, NLP, TA, speaking skills, listening skills, grammar, vocabulary



© 2023 The Author(s). This open access article is distributed under a Creative Commons Attribution (CC-BY-NC-SA) license.

Public Interest Statement

Little research has been done into how these two strategies can improve students' ability to acquire English in a classroom setting. This study aims to examine the role of the teacher and NLP in TEFL classes, with a particular focus on how these resources can be used to evaluate students' proficiency.

Introduction

English is arguably the most commonly used language, and its importance cannot be dismissed or ignored (Bloom, 2016). In recent years, English language popularity has skyrocketed, making it one of the world's most spoken languages. Outside of historically English-speaking countries like the United States and the United Kingdom, the number of people who can speak and understand the language is growing steadily. An estimated one billion people can converse in English, which may not account for those who use it as a foreign language (Cullen, 2018). For its practicality in today's international world, English as a second language attracts students from all parts of the world. Throughout primary education in many nations, children are required to learn English as a second language. English is the international business, science, travel, and technical language.

The primary target of foreign language learners is to attain native-like proficiency in the second language, speaking, writing, and reading skills (Lynch, 2011; Revell and Norman, 1999). Learners also acquire competence in the grammar and vocabulary of the second language. Foreign language teaching and learning in the classroom is structured using different approaches, including an interaction between teachers and students, teaching materials, and other relevant tools to help learners improve their language proficiency. However, the application of different measures to evaluate the level of proficiency of foreign language learners has been achieved using different models based only on the learners' grammar.

It is thus necessary to use models and approaches that consider the learners' psychological features and how these psycho-social features impact their foreign language acquisition. This gap in the literature informs the need to use Neurolinguistic Programming (NLP) and Transactional Analysis (TA) in this study.

Problem Statement

Transactional Analysis (TA) and Neuro-Linguistic Programming (NLP) are the two (NLP) schools of thought in interactionist psychology that have received much attention for their potential usefulness in human dialogue and connection. Skills such as effective communication and overcoming anxieties are essential for successful interactions and can be taught using methods like NLP and TA. However, surprisingly little research has been done into how these two strategies can improve students' ability to acquire English in a classroom setting. This study aims to examine the role of the teacher and NLP in TEFL classes, with a particular focus on how these resources can be used to evaluate students' proficiency.

Research Objectives

The study's primary objective is to evaluate the speaking, reading, and writing proficiency of TEFL learners using Neuro-Linguistic Programming (NLP) and Transactional Analysis (TA). These tools are deployed through pretest and posttest experiments to validate if the tools help improve the learners' language proficiency in the classroom. The study also evaluated the learners' grammar and vocabulary using the two tools.

Literature Review

Learners of a second language can benefit from and progress with several different aspects of the language. Communication is still one of the most important ways to practice and perfect a second language. For students to fully engage in and benefit from classroom instruction, they must engage in discussion with both

their instructors and one another. The three pillars of language learning—reading, writing, and speaking—are all strengthened by meaningful interaction between teachers and their students (Van-Lier, 2014). Language learners who engage in effective forms of contact also gain ground in their target language’s lexical and grammatical competence.

Interactions that are «hesitant, fractured, and full of dead end» are what we call «exploratory talk,» and they are often facilitated by instructors so that students can «test out innovative thoughts, to understand how they appear, to observe what other people make of them, to organize data and concepts into various patterns» (Barnes, 2018, p 5). Much evidence shows how crucial communication is to learning a foreign language in the classroom. However, there has been little comprehensive research on how NLP and TA can improve the proficiency spurred by communication in English as a Second Language classes. It becomes necessary to evaluate how NLP and TA may facilitate and measure learners’ proficiency levels (Tosey & Mathison, 2003).

1.1. NLP and Language Proficiency

Teachers and pupils alike can benefit from NLP’s potential to enhance communication in the classroom, leading to greater understanding and development for all. According to Gardner (2011), this strategy relies on engaging with people’s minds to improve their ability to understand and communicate.

Some have suggested that the theory takes a psychological rather than linguistic perspective on language. But it has been used for more than just cognitive processing. Hardingham (2018) claims that one can find cases of NLP in every area of human achievement. Importantly, studies that have used NLP concepts have provided evidence that the methodology could be used to teach a language and enhance and measure proficiency. Several studies, including those by Garrat (2017), Hall and Walsh (2020), and Jong and Hawley (1995), have suggested that NLP can help learners and teachers jointly reach new heights in both academic achievement and engagement. Thus, it seems logical that ‘NLP can perform myriad roles in instructors’ linguistic connection with their pupils and can be used as one of the tools to improve language teaching productivity,’ as Tosin and Mathison (2010: 39) put it. According to Millroad (2014), “Neuro-Linguistic Programming” is “typically associated with exploring individual differences and styles in learners, accelerating learning, training of human senses, emotional memory, academic achievement, brain-based activities, meditative initiation, counselling” (p 109). According to Fletcher (2020), using NLP in the classroom goes far beyond the standard contact method between instructors and students.

Some of the methods that can be used when employing NLP in the classroom include: modelling the learner, pacing with the learner, supporting the learner through cognitive challenges, stimulating the learner to produce an output, calibrating the learner to understand their unique learning style better, re-framing the approach with alternative methods, etc. Accordingly, a wealth of techniques available in NLP can be used to encourage students to participate in classroom exchanges in TEFL, but there has been a lack of study on the topic.

It suggests that NLP is not only a strategy in itself but also a framework within which various methods and systems for individual growth have been developed. Based on a “defined collection of techniques, principles, and ideas about human language, awareness, and experience of the world,” NLP is a strategy that seeks to improve interpersonal relationships through better communication and understanding (Gardner, 2011, p 41). The NLP was initially developed by Bandler and Grinder (1981), and its guiding premise is that “a person’s ideas, actions, and speech combine to form their view of the world” (p 81). The NLP records how people can change their perspectives and behaviour through a system of modelling and in conjunction with a system of employing a wide range of methods. The idea that “a person can create successful routines by increasing beneficial behaviours and eliminating unwanted ones and that positive change can occur when one meticulously reproduces the actions and ideologies of successful people” is another foundation of the NLP.

Teachers and students alike can benefit from these resources in various contexts and situations,

including but not limited to self-management, speaking skills, language use for exact interaction, learning motivation, classroom management, instructional design, and so on. Terry (2017) provides details about many real-world uses that can be implemented in the classroom. While NLP seems to encompass many techniques, it was initially presented as a method that the writers called “modelling.” Another piece of evidence is the use of space and places in the classroom to control learners’ moods, which is called “spatial framing” (Bandler & Grinder 1975b, p 6). Originally motivated by Bandler and Grinder’s desire to determine what set apart the best therapists from the rest, and informed by Grinder’s linguistics background, NLP was developed as a method for analyzing how individuals take in data, organize that data into meaningful structures, and apply that information in practical ways.

1.2. *Transactional Analysis and Foreign Language Proficiency*

As its name suggests, Eric Berne’s (1972) “Transactional Analysis” seeks to uncover the underlying patterns and covert intentions in social interactions. To facilitate growth, TA employs methods of introspection and interpersonal discovery. An individual’s limitations as a communicator or participant in agreements can be revealed through transactional analysis, allowing improvement to be implemented. Discovery learning and self-assessment involve reflecting on past performance, critically evaluating current performance, and planning future goals. In this scenario, teachers act as facilitators, friends, fellow learners, and partners rather than instructors and leaders. Educational goals underpin the questions and students are coached at various levels to achieve those goals. The questions teachers ask their students often model the questions learners ask themselves in discovery learning and self-assessment (McDonald, 2011). This method works well in language classes to help teachers and students dig deep into the causes of misunderstandings, fears, and inactive student participation. Instructors can learn new speaking skills as a result. The four main kinds of assessment in Transactional Analysis are structural, transactional proper, game, and screenplay (James, 2019).

Each person’s identity, according to TA, is made up of three ego states, the Parent (P) ego state, the Adult (A) ego state, and the Child (C) ego state, and these are shaped by the individual’s upbringing and the people and circumstances around them. The structural analysis aims to reveal and clarify the complex interplay of these various individual selves. Using TA, researchers can examine the interplay between the three personalities of both students and teachers as they interact in a classroom. It could provide insight into the feelings of students learning a foreign language and serve as a valuable instrument in teaching. However, no significant research has been done to determine how far TA can be implemented in an ELT setting in conjunction with NLP to evaluate competence levels in speech, writing, reading, grammar, and lexicon. The goal of this study is to address that knowledge gap (Millrood, 2004).

Equally important from a TA’s perspective is effective classroom communication. A range of interactions between students and teachers in the foreign language may constitute the kinds of teacher involvement outlined above. It’s important to note that there’s no such thing as an “excellent” or “poor” transaction. A TA approach to teaching a foreign language highly prioritizes the potential linguistic and pedagogical benefits of a particular exchange. The transactional relationship may be helpful when the learner adopts a more traditional learning approach. However, the instructor’s continued use of this dynamic may reinforce the student’s mindset toward learning and limit the student’s use of internal and external learning tools (Sinclair & Coulthard, 1975).

Many studies of second language teaching have used TA theory and methodology. The only way this previous study is relevant to the current inquiry is concerning the particulars of the TA’s application. This research is different from these others in that it has a more scientific emphasis.

1. Research Methodology

This experimental study is quantitative in its approach. A total of 200 high school students participated in the study. Some of the selected teachers facilitated their participation. The 200 participants were selected

randomly across different classes, but all were TEFL students. The entirety of the procedure can be broken down into three distinct stages.

1.1. *Phase One*

A comprehensive investigation into TEFL, NLP, and TA is the focus of phase one. The researcher visited essential institutions as well as internet information repositories. There was extensive referencing done in publications and articles that had been peer-reviewed. There was participation in various NLP and TA training programs and workshops. As part of the first component of this experiment, interviews and consultations with prominent psychologists and internet interviews with prominent psychologists and ELT specialists are also being conducted. The second portion of the project was started after a comprehensive understanding of TA, and NLP was attained. The essence of this phase is to properly structure the importance of using NLP and TA to measure the English proficiency of EFL learners.

1.2. *Phase Two*

The pretest and the posttest are the two methods in the second segment.

1.2.1. Pretest

Putting together a questionnaire is the first step in the process. There are two sections to the questionnaire.

- a) A questionnaire concerning one's degree of expertise across a range of categories.
- b) The second part of the survey is a questionnaire about learning English.

The information was compiled based on the ratings that were obtained from the participants, who were divided into four groups: Group I (Group of NLP), Group II (Group of TA), Group III (Group of NLP and TA), and Group IV (Control Group). There was a type of intervention that consisted of providing NLP intervention to Group I, TA intervention to Group II, and NLP and TA intervention to Group III for three to six months each. Fifty (50) were allocated to each of the four groups.

1.2.2. Posttest

Redesigned questionnaires were administered once more to each of the different categories. After the results were collected, they were compared to the values from the pretest.

1.3. *Phase Three*

The findings and analysis for Phase Three were carried out using the most appropriate statistical methods. After performing the calculations necessary to determine the values' percentages, each language ability's values were displayed following the NLP and TA measurements.

2. **Result and Discussion**

The proficiency test is presented in the order of Pretest and Posttest Analysis, focusing on the differences in the output during the two processes. The concern is mainly to validate the initial position that there is an improvement in the proficiency of the students during the posttest compared to what is seen in the pretest.

2.1. *Listening Proficiency Test*

Two tests were carried out to validate the listening capacity of the students when it comes to foreign language learning. The pretest and posttest results are presented in Tables 1a and 1b below.

Table 01a: Tool-wise analysis of English Skill- Pretest for Listening Proficiency Test

		NLP	TA	NLP- TA	control
Listening	Very Poor	N=0 %=0	N=1 %=2	N=0 %=0	N=1 %=2
	Poor	N=19 %= 38	N=26 %= 52	N=25 %= 50	N=29 %=58
	Neither good nor Poor	N=27 %=54	N=23 %=46	N=21 %=42	N=20 %=40
	Good	N=4 %=8	N=0 %=0	N=4 %= 8	N=0 %=0
	Very Good	0	0	0	0
Total		N=50 %=100	N=50 %=100	N=50 %=100	N=50 %=100

The listening proficiency test is a prominent one in the language learning process. Knowledge acquisition is premised mainly on the point of listening. The above table summarizes the listening proficiency task carried out for the pretest. The ranking is anchored on five central ranking values, from very poor to very good, including the neutral value.

The pretest result indicates that the value for the poor and very poor exceeds half of the participant values across the NLP, TA, NLP-TA, and Ordinary groups. This implies that over 50% of the value ratio is ranked to be either poor or very poor. Then, over 45% of the responses are ranked to be neither good nor poor. The values for good and very good remain at the lowest rank. The implication is that the participants are still growing to acquire excellent listening competency in the English language in the class.

Table 01b: The Post-Test Result of Listening Proficiency

		NLP	TA	NLP- TA	Ordinary
Listening	Very Poor	N=0 %=0	N=1 %=2	N=0 %=0	N=1 %=2
	Poor	N=4 %=8	N=6 %=12	N=9 %=18	N=8 %=16
	Neither good nor Poor	N=10 %=20	N=5 %=10	N=11 %=22	N=10 %=20
	Good	N=19 %=38	N=20 %=40	N=30 %=60	N=31 %=62
	Very Good	N=17 %=34	N=18 %=36	0	0
TOTAL		N= 50 %=100	N=50 %=100	N=50 %=100	N=50 %=100

Table 01b indicates that the first table supports the statement that the students are progressing. The table unveiled that the student’s proficiency level in listening skills improved in the post-test. The data indicates that over 50% of the responses are good and very good, respectively. This is the direct opposite of what is seen during the pretest, which indicates a steady improvement in their listening proficiency, mainly in the NLP and TA tests. Significantly, the ratio between bad and very poor drastically reduced. Although the value for ordinary increased in the post, such may be attributed to the direct effects of NLP-TA combined processes. The data further indicates a significant improvement in the NLP experimental results. As can be seen from the data above, the NLP gathered over 38% of the values after the post-test experiment, the TA accumulated 40%, but NLP-TA combined experiment accumulated about 60%, which is closer to the value of the ordinary group. Both the TA and NLP groups improved drastically after the post-test, but the most improved group was the NLP and TA combined.

2.2. Speaking Proficiency Tests Results

Table 02a: Speaking Proficiency Pretest

		NLP	TA	NLP-TA	Ordinary
Speaking Test	Very Poor	N=5 %=10	N=15 %=30	N=8 %=16	N=18 %=36
	Poor	N=43 %=86	N=30 %=60	N=34 %=68	N=27 %=54
	Neither good nor Poor	N=2 %=4	N=5 %=10	N=6 %=12	N=5 %=10
	Good	0	0	N=1 %=2	0
	Very Good	0	0	N=1 %=2	0
	Total	N=50 %100	N=50 %=100	N=50 %=100	N=50 %=100

Table 02a is a result of the proficiency pretest for speaking. The test is carried along the variables for proficiency testing, which include the NLP test, the Transactional Analysis test, a combination of these two approaches, and a routine test. The test is carried out to encourage ranking of the results. As can be seen from the above table, the test was done mainly for the pretest. The data in the table are varied across different responses. The ranking values are spread across five ranking values, from very poor to very good, including an intermediate value that evaluates inputs as neither good nor bad. In the first stages of data collation, the ranking category ‘poor’ dominated the responses, with about 67% of the total evaluations of points gathered. This is followed by the neutral ranking value ‘not good or bad,’ which gathered about 20.5%, a significant figure in the analysis. This implies that over half of the participants are rated either poor or very poor. Then, over 20% are neither poor nor good. An average of about 11.5% and 10.5% could be ranked as good or very good.

The data further indicated that the NLP group performed worse than any other pretest group, followed by TA and ordinary. The data also indicates that the NLP-TA group got the lowest values for the poor and very poor ranking but got 2% each in the good and very good values. This is usually seen as a prompt that the NLP-TA may do better than other groups in the posttest.

Table 2b: Post-Test for Speaking Proficiency

		NLP	TA	NLP-TA	Ordinary
Speaking Test	Very Poor	N=5 %=10	N=5 %=10	N=8 %16	N=8 %=16
	Poor	N=3 %=6	N=5 %=10	N=4 %=8	N=5 %=10
	Neither good nor Poor	N=2 %=4	N=5 %=10	N=6 %=12	N=5 %=12
	Good	N=40 %=80	N=20 %=40	N=25 %=50	N=17 %=34
	Very Good	0	N=15 %=30	N=5 %=10	N=15 %=30

Table 2b provides a guide to the improvement in the speaking proficiency test, compared to the state of the impact during the pretest. The implication of the test remains that during the posttests, the result of the speaking proficiency test remains predominantly improved. Most participants are rated either good or very good, whereas a small number could not be rated using any of the mentioned criteria. This implies that the participants are still growing towards speaking proficiency in using the English language in the classroom. There is a significant improvement in speaking proficiency. The post-test result indicates that after the experiment, the NLP group performed better than the others. The table above shows that just 10% in the NLP group were very poor, 6% were poor, 4% were at neutral value, but 80% were good. The TA group closely follows this. Less than 10% were very poor in the TA post-test result, and the same margin was poor; 10% were neutral, 40% were good, and 30 were very good. The NLP-TA group also performed well, with over 60% valued to be good and very good, respectively. This is evidence of significant improvement in the speaking proficiency of the participants.

2.3. Reading Proficiency Tests Results

Table 03a: Reading Proficiency Pre Test

	NLP	TA	NLP-TA	Ordinary
Very Poor	N=3 %=6	0	0	N=11 %=22
Poor	N=42 %=84	N=45 %=90	N=45 %=90	N=34 %=68
Neither good nor Poor	N=5 %=10	N=5 %=10	N=5 %10	N=5 %=10
Good	0	0	0	0
Very Good	0	0	0	0

The reading proficiency pretest is one of the most significant tests for the students in their classroom learning the English language. It has been proven that some people can have good reading skills in the second language but find it difficult to speak the same language fluently. The test result indicates that the students are still learning, as over 51% of the participants are ranked to be either poor or very poor in their reading

proficiency test. The measurement follows this carried not based on good or poor; the neutral value stands at over 42% of the total respondents. Significantly, the values of good and very are still ranked below 7% collectively, which is a lesser value. The implication is that the students are still learning to acquire absolute proficiency in reading.

Table 03b: Post-Test for Reading Proficiency

	NLP	TA	NLP-TA	Ordinary
Very Poor	N=3 %=6	0	0	N=6 %=12
Poor	N=12 %=24	N=15 %=30	N=10 %=20	N=14 %=28
Neither good nor Poor	N=5 %=10	N=5 %=10	N=5 %=10	N=5 %=10
Good	N=20 %=40	N=10 %=20	N=20 %=40	N=15 %=30
Very Good	N=10 %=20	N=20 %=40	N=15 %=30	N=10 %=20

The data above indicates that there is a progression towards improvement compared to what is seen in the pre-test result. However, there is no significant difference in the data in terms of the periods of the test. There is no doubt that the proficiency in reading progressively improved during the post-test, but the result has remained almost the same: the poor and very poor have gathered good values, almost as high as the good and very good in the pretest and the post-test. The implication is that the learners are still growing in the learning process.

2.4. *Results for Writing Proficiency Tests*

Table 04a: Writing Proficiency Pretest

	NLP	TA	NLP-TA	Ordinary
Very Poor	0	0	0	0
Poor	0	0	0	0
Neither good nor Poor	50	50	50	50
Good	0	0	0	0
Very Good	0	0	0	0

The writing proficiency test is very significant in learning a second language. Students are also taught the skills of writing a second language, including the use of significant quotation marks and expressions that are fixed in writing, among other writing skills. The above test was carried out in two stages, as is in others. The pre and post-test results are analyzed here, focusing on the ranking values.

The data provides something entirely different from what is seen in previous data. As can be seen from the table above, the ranking categories poor and very poor are without any single input values. This is strange, as other proficiency tests usually have over 50% for the poor and very poor, respectively. However, 100% of the ranking across the four groups is ranked in the neutral value. The implication is that most

participants cannot be ranked using the good or poor yardstick to measure their writing proficiency. This is also a case in which the students are growing in their writing skills, although they are still in the initial stages.

Table 04b: Post-test for Writing Skills

	Post Test			
	NLP	TA	NLP-TA	Ordinary
Very Poor	0	0	0	0
Poor	0	0	N=5 %=10	N=7 %=14
Neither good nor Poor	N=10 %=20	N=15 %=30	N=5 %=10	N=13 %=26
Good	N=30 %=60	N=25 %=50	N=23 %=46	N=20 %=40
Very Good	N=10 %=20	N=10 %=20	N=17 %=34	N=10 %=20

The above data is entirely different from what is seen in the pretest. It can be seen from the data that there is an improvement in the writing proficiency of the learners after the posttest experiment. The learners' writing proficiency in the pretest cannot be measured using the good or poor since they all remained neutral. However, the posttest indicates that over 60% of the respondents are either good or very good. As expected, this indicates a change in the learning process, which is why there is a change in the pretest result from the post-test result. NLP and NLP-TA are the most improved group, wherein over 80% in each category or group are good and very good, respectively.

2.5. *Results of Grammar Proficiency Tests*

Table 05a: Grammar Proficiency Pretest

	NLP	TA	NLP-TA	ordinary
Very Poor	N=24 48%	N=11 22%	N=24 48%	N=11 22%
Poor	N=18 36%	N=33 66%	N=18 36%	N=33 66%
Neither good nor Poor	N=8 16%	N=6 12%	N=8 16%	N=6 12%
Good	0	0	0	0
Very Good	0	0	0	0

The grammar of every language function as the building block which learners use in constructing different expressions as structures. Grammar constitutes the knowledge of the component units of the language, such as the knowledge of the use of parts of speech, phrases and clauses, and other sentence structures. The data above clearly explains the variation in the ranking values in pre and post-test. The tests indicate that the poor and very poor ranking values have almost 50% of the total participants' rank values. Then, there is the neutral value, which is about 47% which includes the ranks that cannot be placed on either good or poor.

The values for the good and very good ranking categories are still low, within 3% of the total percentage values. The implication is that the respondents' proficiency can be ranked very poor at the moment; however, there are indications that they are still growing.

The knowledge of the grammar of every language is fundamental, but learners go through different processes in learning the language, especially when learning in the classroom. The learners and the teachers go through various rigorous processes to acquire excellent proficiency in the grammar of the second language. As such, one can easily understand why the ranking value for very poor and poor is high while ranking values for good and very good remain extremely low.

Table 05b: Post-Test for Grammar Proficiency

	Post Test			
	NLP	TA	NLP-TA	ordinary
Very Poor	N=4 8%	N=6 12%	N=4 8%	N=1 2%
Poor	N=8 16%	N=3 6%	N=8 16%	N=5 10%
Neither good nor Poor	N=8 16%	N=6 12%	N=8 16%	N=6 12%
Good	N=20 40%	N=25 50%	N=25 50%	N=25 50%
Very Good	N=10 20%	N=10 20%	N=5 10%	N=13 26%

Table 05b provides the connection between the learning process of the students and the nature of the grammar of the English language, which is their second language. The learners are improving in acquiring the grammar of their second language. The result provides the understanding that the students are directly improving their English language grammar. The students grouped in the TA category made more improvement than other groups. This indicates that the use of psychological benefits of the ego groups to improve and measure the grammar of FL learners is productive.

2.6. *Results of the Vocabulary Proficiency Tests*

Table 06a: Vocabulary Proficiency Pretest

	NLP	TA	NLP-TA	Ordinary
Very Poor	N=1 2%	0	0	0
Poor	N=37 74%	N=41 82%	N=44 88%	N=41 82%
Neither good nor Poor	N=10 20%	N=7 14%	N=4 8%	N=5 10%
Good	N=2 4%	N=2 4%	N=2 4%	N=4 8%
Very Good	0	0	0	0

The vocabulary proficiency test is very significant in learning a second language. Students are also taught the skills of the vocabulary of the second language, including the use of significant quotation marks and expressions that are fixed in writing, among other vocabulary skills. The above test was carried out in two stages, as is in others. The pretest and the post-test results are analysed, focusing on the ranking values.

The data provides something that is closely related to what is seen in previous data. As can be seen from the table above, the ranking categories poor and very poor are with greater input values. This is almost the same with other proficiency tests usually have over 50% for the poor and very poor, respectively. However, over 24% of the responses are ranked in the neutral value. The implication is that 24% of the participants cannot be ranked using the good or poor yardstick to measure their vocabulary proficiency. This is also a case in which the students are growing in their vocabulary skills, although they are still in the initial stages.

Table 06b: Post-Test for the Vocabulary

	Post Test			
	NLP	TA	NLP-TA	Ordinary
Very Poor	N=1 2	0	0	0
Poor	N=7 14%	N=11 22%	N=14 28%	N=11 22%
Neither good nor Poor	N=10 20%	N=7 14%	N=4 8%	N=5 10%
Good	N=22 44%	N=27 54%	N=22 44%	N=19 38%
Very Good	N=10 20%	N=5 10%	N=10 20%	N=15 30%

Table 06b indicates that the proficiency test for the students’ grammar unveils improvement in the post-test. There is an improvement compared to what is seen in the pretest result, which indicates that the learners are improving in their vocabulary. The students in the NLP group improved significantly, just as the TA group improved.

2.7. Comparison of the Test Results of the Proficiency Tests

Table 07: Comparison Table for the Proficiency Test

NLP		Pretest				Posttest			
		TA	NLP- TA	Ordinary	NLP	TA	NLP- TA	Ordinary	
Listening	Very Poor	0	1	0	1	0	0	0	19
	Poor	19	26	25	29	0	4	4	29
	Neither good nor Poor	27	23	21	20	12	4	4	2
	Good	4	0	4	0	27	32	32	0
	Very Good	0	0	0	0	11	10	10	0

Speaking	Very Poor	5	15	8	18	0	0	0	25
	Poor	43	30	34	27	0	1	1	23
	Neither good nor Poor	2	5	6	5	0	17	45	2
	Good	0	0	1	0	10	31	4	0
	Very Good	0	0	1	0	40	1	0	0
Reading	Very Poor	3	0	0	11	0	0	0	2
	Poor	42	45	45	34	3	3	2	16
	Neither good nor Poor	5	5	5	5	43	38	37	31
	Good	0	0	0	0	3	6	10	1
	Very Good	0	0	0	0	1	3	1	0
Writing	Very Poor	0	0	0	0	0	0	0	0
	Poor	0	0	0	0	0	0	0	0
	Neither good nor Poor	50	50	50	50	40	46	45	48
	Good	0	0	0	0	9	4	5	2
	Very Good	0	0	0	0	1	0	0	0
Grammar	Very Poor	24	11	24	11	0	0	0	2
	Poor	18	33	18	33	0	4	3	16
	Neither good nor Poor	8	6	8	6	41	45	45	32
	Good	0	0	0	0	8	1	2	0
	Very Good	0	0	0	0	1	0	0	0
Vocabulary	Very Poor	1	0	0	0	0	2	2	2
	Poor	37	41	44	41	1	3	3	20
	Neither good nor Poor	10	7	4	5	35	40	37	22
	Good	2	2	2	4	11	1	2	4
	Very Good	0	0	0	0	3	4	6	2

Table 07 provides a general comparison of the proficiency test across different considerations. The table collectively indicates that the students are generally poor across the categories. Their proficiency test remains poor and very poor at the pre-test stage but directly improves during the post-test, indicating that the learners are improving at various proficiency test skills.

Table 08: Tool-wise comparison of mean English Proficiency Test– Pre and Post

		N	Mean score- Pre	Mean score- Post
Listening	NLP	50	2.7000	3.9800
	TA	50	2.4400	2.9600
	NLP- TA	50	2.5800	2.9600
	Ordinary	50	2.3800	1.6600
	Total	200	2.5250	2.8900
Speaking	NLP	50	1.9400	4.8000
	TA	50	1.8000	3.6400
	NLP- TA	50	2.0600	3.0600
	Ordinary	50	1.7400	1.5400
	Total	200	1.8850	3.2600
Reading	NLP	50	2.0400	3.0400
	TA	50	2.1000	3.1800
	NLP- TA	50	2.1000	3.2000
	Ordinary	50	1.8800	2.6200
	Total	200	2.0300	3.0100
Writing	NLP	50	3.0000	3.2200
	TA	50	3.0000	3.0800
	NLP- TA	50	3.0000	3.1000
	Ordinary	50	3.0000	3.0400
	Total	200	3.0000	3.1100
Grammar	NLP	50	1.6800	3.2000
	TA	50	1.9000	2.9400
	NLP- TA	50	1.6800	2.9800
	Ordinary	50	1.9000	2.6000
	Total	200	1.7900	2.9300
Vocabulary	NLP	50	2.2600	3.3200
	TA	50	2.2200	3.0400
	NLP- TA	50	2.1600	3.1400
	Ordinary	50	2.2600	2.6800
	Total	200	2.2250	3.0450

Table 09: English Proficiency Test-Comparison-Before and After

		Very Poor	Poor	Neither good nor Poor	Good	Very Good	Mean
Before	Listening	2	99	91	8	0	2.5250
	Speaking	46	134	18	1	1	1.8850
	Reading	14	166	20	0	0	2.0300
	Writing	0	0	200	0	0	3.0000
	Grammar	70	102	28	0	0	1.7900
	Vocabulary	1	163	26	10	0	2.2250
After	Listening	19	37	102	31	11	2.8900
	Speaking	25	25	64	45	41	3.2600
	Reading	2	24	149	20	5	3.0100
	Writing	0	0	179	20	1	3.1100
	Grammar	2	23	163	11	1	2.9300
	Vocabulary	6	27	134	18	15	3.0450

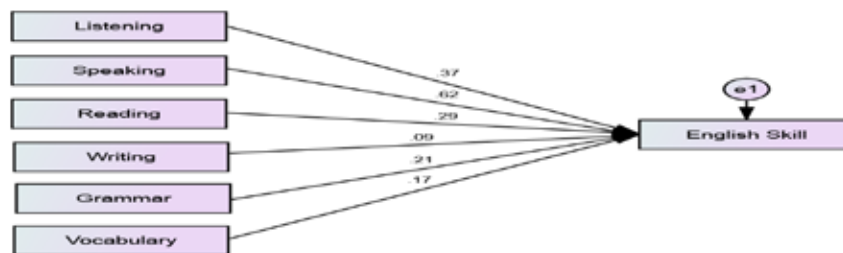


Figure 01: General Rankings of the English Proficiency Values of the Learners

Implications and Conclusion

The presented data indicate a general improvement in the students’ grammar between the pretest and the posttest period. The improvement is generally seen across the four groups in the experiment. The data obtained after the listening proficiency pre and post-test indicates that the students improved their listening skills. The value of the NLP result moved from 85% poor and very poor in the pretest to upward of 86% good and very good in the posttest. In other words, the students improved their listening proficiency which was very poor in the pretest, to very good in the posttest. However, the value of inputs that may not be graded with good or poor was almost static, as it was 49% in the pretest and 50% in the posttest, mainly in the NLP and Ordinary test results. It decreased from 38% in the TA group from the pretest to 21% in the posttest in the same TA group. This indicates that members of the TA group improved their listening skills better than members of other groups.

The speaking proficiency tests were almost like listening skills. The values of the very poor and poor were relatively high at the pretest but declined for the poor and very poor at the posttest. Significantly, the values of the good and very good across the NLP TA, NLP-TA, and Ordinary groups, increased from 8% in the pretest to 84% in the post-test. This increase and decrease imply that the students improved their speaking skills to perform better in the posttest than what was observed in the pretest. This was the predominant system in the test results. The post-test result is usually evidence of an improved poor pretest result.

Thus, it is necessary to conclude that NLP and TA are functional and psychological tools that help foreign language students improve their proficiency across the six cardinal areas in the proficiency development discussed in this study. The findings of the report point to the fact that foreign language proficiency can be adequately measured through practical NLP and TA tools. The findings further indicate that implementing NLP and TA tools can improve the English language proficiency of TEFL students.

Funding:

This research was funded by the Deanship of Scientific Research at King Khalid University for funding this work through Large Research Groups under grant number (RGP.2 /392/44).

Acknowledgments:

The authors extend their appreciation to the Deanship of Scientific Research at King Khalid University for funding this work through Large Research Groups under grant number (RGP.2 /392/44)

Conflicts of Interest: The authors declare no conflict of interest.

Biography

Provide a 100 word about yourself. Focus on the current affiliation, research interests and experience and current level of education. Do the same in case of more than one author. Dr. Abdulrahman Abdullah Almosa has a Doctor of Philosophy (PhD) Monash University, Faculty of Arts, Department of Languages, Cultures and Linguistics in 2017. He also has Master of Arts in Applied Linguistics (Second Class Honours) Griffith University, School of Humanities, Languages and Social Science, Department of Linguistics in 2009. He worked as a Dean of Academic Affairs and Development, Faculty of Languages and Translation since 2022. In 2018, he worked as a Vice- Dean of Quality and Development, Faculty of Languages and Translation. He also held the position of an Assistant Professor at English Department, KKU and a Coordinator, Building Leadership for Change Through School Immersion Program, Monash University. Program offered to Saudi Teachers.

References

- Bandler, R., & Grinder, J. (1981). *Frogs into Princes: Neuro-Linguistic Programming*. Utah: Real People Press.
- Barnes, D. (2018). *Exploratory Talk for Learning*. New Delhi: SAGE.
- Berne, E. (2012). *What Do You Say After You Say Hello?* New York: Grove.
- Bloom, B.S. (2016). *Taxonomy of Educational Objectives, Handbook I: The Cognitive Domain*. New York: David McKay Co Inc.
- Cullen, R. (1998). Teacher talk and the classroom context. *ELT journal*, 52(3), 179-187.
- Cullen, R. (2002). Supportive teacher talk: The importance of the F-move. *ELT journal*, 56(2), 117-127.
- De Jong, C., & Hawley, J. (1995). Making cooperative learning groups work. *Middle School Journal*, 26(4), 45-48.
- Donato, R., & MacCormick, D. (1994). A sociocultural perspective on language learning strategies: The role of mediation. *The modern language journal*, 78(4), 453-464.
- Fletcher, M. (2020). *Teaching for Success*. New York: Folkstone.
- Gardner, H. E. (2011). *The unschooled mind: How children think and how schools should teach*. Basic books.
- Garrat, T. (2017). *The Effective Delivery of Training Using NLP*. London: Kogan Page.
- Hardigham, A. (2018). *Psychology for Trainers*. London: The Cromwell Press.
- Hall, J.K, and Walsh, M. (2020). Teacher Student Interaction and Language Learning. *Annual Review of Applied Linguistics* 22.
- James, M. (2019). *Techniques in Transactional Analysis: An Introduction to Its Theory and Practice*. London: PITMAN.
- Kang, S. J. (2005). Dynamic emergence of situational willingness to communicate in a second language. *System*, 33(2), 277-292.
- Lynch, T. (2011). Questioning Roles in Classroom. *ELT Journal* 45, 201-210.
- McDonald, B. (2011). Self Assessment and Discovery Learning. *Online Submission*.
- Millrood, R. (2004). The role of NLP in teachers' classroom discourse. *ELT journal*, 58(1), 28-37.
- Revell, J., & Norman, S. (1999). *Handing over: NLP-based activities for language learning*. Saffire Press.
- Seymour, H. (2013). *Introducing NLP*. London: Thorsons.
- Sinclair, J. M., & Coulthard, M. (1975). *Towards an analysis of discourse: The English used by teachers and pupils*. Oxford University Press, USA.
- Tosey, P., & Mathison, J. (2003). Neuro-linguistic programming and learning theory: A response. *The Curriculum Journal*, 14(3), 371-388.
- Van Lier, L. (2014). Analyzing Interaction in Second Language Classroom. *ELT Journal* 38, 160-169.