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The Impact of Anchoring Techniques in Neuro-Linguistic Programming on Motivation for Reading and Comprehension in Second Language English Learners

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Abstract: Reading plays a crucial role in education. It holds significance for students as it aids in knowledge, vocabulary, critical thinking, cognitive development, imagination, empathy, academic performance, communication, personal growth, future success, and lifelong learning. In the current educational landscape where Sri Lankan English language learners encounter challenges in cultivating a reading habit, motivating them to read has become paramount. Drawing upon the potential of NeuroLinguistic Programming (NLP) techniques, this study embarks on a six-week intervention design to boost students' motivation for reading in English. This research study examines the effects of NLP anchoring techniques on motivation in reading among second language learners. A total of 60 grade 10 students from a government school were selected using the purposive sampling technique for this research. The study employed a quasi-experimental design, employing the mixed method of both quantitative and qualitative methods. Incorporated pre-tests and post-tests to collect quantitative data to measure changes in reading comprehension from the Motivation for Reading Questionnaire (MRQ) and the Nelson-Denny Reading Test (NDRT) that revealed significant improvements in motivation and comprehension ($p < 0.001$). Qualitative data collected through a focus group discussion highlighted enhanced awareness of reading strategies and increased engagement. An NLP workshop was conducted for participants before the post-test phase to achieve the research objectives. A proficient English language instructor was engaged as an external observer and evaluator in the research. The data was examined using MS Excel (one-tailed test) and thematic analysis. The results of the data analysis indicated that after being exposed to anchoring techniques participants exhibited significantly higher improvement in reading comprehension skills, as evidenced by higher post-test scores. While the study contributes valuable insights into the impact of anchoring techniques on reading among participants, it is important to acknowledge certain recommendations including integrating NLP into curricula, providing teacher training, and conducting long-term studies. This research contributes valuable insights for educators seeking innovative strategies to enhance reading engagement and proficiency among ESL learners.

Index Terms - Anchoring technique, English language learners, motivation, Neuro-Linguistic Programming (NLP), reading habits

I. INTRODUCTION

Reading is one of the essential language skills in language learning and development that should be acquired to gain mastery of any language, such as English. Reading can be touted to be a window to knowledge, communication, cultural understanding, critical thinking, and personal growth. It has undoubtedly become an indispensable skill for those intending to master the English language, hoping to succeed not just in school but in professional life and beyond. Effective reading is a root of effective learning and is vital to the whole venture in education. Success in education, therefore, is heavily dependent on achieving proficiency in reading (Palani, 2012).

Though it is said that "reading makes a full man", our students are reluctant to read since they do not cultivate good reading habits nowadays. Even after the significance of the fact, developing a vigorous reading habit among English language learners in Sri Lanka remains an uphill task. Some factors that contribute to the decline in reading habits among students include a lack of motivation (OECD, 2019b), digital distractions, disinterest, time factor, perceived difficulty, availability of alternative media formats, focus on education, poor access to books, and peer influence. Of these, lack of motivation is one of the significant factors.

Motivation plays a vital role in teaching as well as in learning; motivated students can overcome other obstacles to develop reading habits (Wigfield & Guthrie, 1997; Toste et al., 2020). It is suggested that reading instruction should go beyond simply teaching reading skills and instead emphasize fostering motivation to read (Vaknin-Nusbaum et al., 2018). Hence, an effective strategy to motivate reading habits is ideal. Neurolinguistic programming is an emerging strategy with the potential to solve this issue in learning, considering recent advances in education, as illustrated by Siddiqui (2018). NLP is a psychological framework that explores the links between language, behavior, and mind. It provides techniques to overcome learning problems in several ways. It is both an art and a science aimed at achieving personal excellence. It is considered an art because individuals bring their distinct personalities and styles to everything they do, which cannot be entirely encapsulated by words or techniques. At the same time, it is a science because there is a structured method and process for identifying and understanding the patterns and strategies employed by exceptional individuals in various fields to achieve remarkable success (O'Conner & Seymour, 1990, p1). Also, these techniques help to make positive changes to thinking patterns to achieve better results (Jayanthi, 2021). NLP is applied as a supplementary tool to help second language learners become excellent performers (Hedayat et al., 2020; Millroad, 2004). NLP has become the finest tool for motivating students to learn foreign languages (Moscato, 2018; Lashkarian & Sayadian, 2015). However, anchoring is one of the significant techniques of NLP. Anchoring is more important than any other technique that influences behavior and emotions. Anchoring generally associates specific stimuli with positive responses and has shown promise in improving motivation and engagement in different educational contexts (Mukherjee, 2012).

1.1 Statement of the Problem

Even though English is a subject taught from grade 1 to 13 as a second language in Sri Lanka, the effectiveness of English Language Teaching (ELT) in the country is questioned stating that English language learners show less interest and motivation towards ELT (Wijayatunga, 2018). While all language skills are vital for mastering the language, reading often receives less prominence compared to the other skills in both secondary and tertiary language education. Although reading is vital as a receptive skill that contributes to developing the other two productive skills: writing and speaking, unfortunately, many second language learners nowadays underestimate the importance of reading in their target language (Jayasundara, 2014). The pretest conducted for this study indicates a notable weakness among schoolchildren in reading and comprehension. The current pedagogical practices are not motivating learners enough to practice reading. The need for a new language pedagogy is glaring against the acknowledged fact that NLP can solve this problem. However, research worked on this particular problem in Sri Lanka is lacking. This issue brings into bolder relief the necessity for creative methodologies to enrich reading skills and develop a positive attitude towards reading among second language learners.

1.2 Significance of the Study (Research Gap)

While previous research showed the benefits of NLP techniques within different educational settings, it is surprisingly noticed that there is a lack of studies focusing on researching such possibilities about the applicability of NLP anchoring

techniques in an attempt to improve reading habits and motivation among English language learners. The best of my knowledge was that little has been known concerning using anchoring techniques in NLP for reading developments in ESL learners within the Sri Lankan setting.

Thus, this research attempts to fill this gap somewhat by providing further empirical evidence on the effectiveness of NLP anchoring techniques for reading motivation and comprehension among uppersecondary students, thereby offering valuable insights for teachers, teacher educators, and policymakers interested in improving engagement and proficiency in reading.

1.3 Purpose of the Study

This study will explore how anchoring techniques in NLP can influence the motivation and reading habits of second-language English learners. Precisely, it will establish whether such techniques work by motivating students to read more, enabling them to comprehend better, and fostering a more pleasurable and interactive process while reading.

1.4 Research Objectives and Hypothesis

Objectives :

- To assess the impact of NLP anchoring techniques on second-language English learners' motivation and engagement in reading and comprehension activities.
- To examine the perceptions and experiences of students regarding the implementation of NLP anchoring in promoting reading habits.

Hypothesis :

- Hypothesis (Ha) - There is a significant improvement in reading habits among English language learners using the NLP Anchoring techniques.
- Null hypothesis (Ho) - There is no significant improvement in reading habits among English language learners using NLP anchoring techniques.
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II. LITERATURE REVIEW

2.1 Neuro-Linguistic Programming (NLP)

Neuro-Linguistic Programming (NLP), incorporates an interpersonal communication system that integrates neurological processes, language, and behavioral patterns regarding learning and communication (Siddiqui, 2018). Developed by Dr Grinder and Dr Bandler in the 1970s, NLP was an alternative therapy to understand how people influence each other and become successful through effective communication and behavior (Silva, 2017). They explained that individuals' use of language to engage with their surroundings can be categorized into internal or deep structures (the unconscious level of the mind) and external or surface structures. To effectively influence others, it is essential to transition from the surface structure to the deep structure of language by applying meta-model language. This approach connects language with experience and shows how thoughts can be expressed in words (Mhanna et al., 2024). **Figure 1** illustrates the NeuroLinguistic Programming (NLP) communication model, which explains how external events are processed and transformed into internal representations, emotional states, and behaviors (Mhanna et al., 2024). Here's a step-by-step explanation of the process shown in the diagram: **1. External Events:** information from the environment enters the system through sensory inputs such as pictures (visual), sounds (auditory), feelings (kinesthetic), tastes (gustatory), smells (olfactory), and self-talk (internal dialogue). **2. Filtering Mechanisms:** before processing the information, the brain filters it using three mechanisms deletion (omits certain parts of the information to focus on relevant aspects), distortion (alters the sensory input, creating a misrepresentation of reality), generalization

(draws broad conclusions from specific events). **3. Filters Influencing Perception:** these filters are shaped by internal factors, such as: time/space/matter/energy (individual perceptions of these elements), language (the impact of linguistic structures on thought), memories (past experiences that link current input with previous knowledge), decisions (choices made consciously or subconsciously), meta Programs (deep-seated mental patterns or strategies), values and Beliefs (Evaluations of good and bad, or true and false), attitudes (Predispositions or tendencies that shape responses). **4. Internal Representation:** the filtered information is converted into an internal representation, which includes thoughts, mental images, and interpretations of external eventS. **5. state** (the internal representation influences the emotional state, or how a person responds to the processed information), Physiology (the emotional state, in turn, affects the body's physical responses, such as posture, breathing, and energy levels). **6. behavior** (Finally, the combination of internal representations, emotional states, and physiological responses results in outward behavior or actions). In brief, this model highlights how external stimuli are processed through internal filters and how this processing shapes emotions, physical responses, and ultimately, behavior. It demonstrates the interconnectedness of sensory input, cognitive processes, and actions (Licenrazvoj, n.d.).

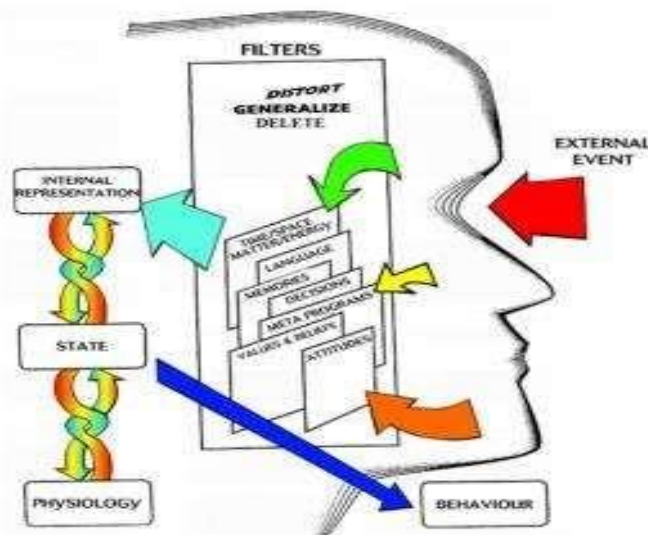


Figure 1 - The NLP Communication Model. From “Communication model in NLP”, by Licenrazvoj, n.d., <https://en.licenrazvoj.com/communication-model-in-nlp/>

However, NLP is considered a motivational tool that assists and aids people in changing negative selfbeliefs and thought patterns (Kudliskis & Burden, 2009). According to Archana and Kannadasan (2024), NLP is the interactive relationship between the mind (including the brain and nervous system) and language (spoken communication) and how this interplay influences our body and behavior (programming). In short, NLP is a technique to expand one's knowledge and skills in improving personal development to achieve goals and remarkable standards in all life aspects by changing behavior and mindset.

2.2 USE OF NLP IN THE FIELD OF ENGLISH LANGUAGE TEACHING

Though traditionally associated with personal growth and motivation, NLP has recently found applications within education, providing a massive means of developing linguistic ability among English language learners (Şaman, 2006). NLP is an educational approach based on the understanding of individual learning experiences that aims at empowering the individual by tapping into his or her cognitive abilities. This is the method identified by Darn (2005) that has gained massive application in educational settings as well. It is often used in combined with other methodologies like suggestopedia, drama, music, and body expression methods. NLP plays an essential role in ensuring adequate learning flow within a classroom. The same comprises involving activities, challenges, and tasks filling up information gaps. It

helps in ensuring there is togetherness among the learners. Silva (2017) established a strong relationship between markers of effective teaching, years of teaching experience, higher degree holders, and NLP strategies. It is in this domain of making sure that each student gets the right kind of support and comprehension during the course of learning that NLP has intrinsic strength in education. Silva (2017) identified the use of NLP techniques to improve student motivation, especially for those students who are deemed at risk or placed in settings where learning is challenging. He has elaborated on rapport-building, reflection, anchoring, and reframing based on NLP techniques that enable understanding teachers to better observe the different styles of learning among their students' fashion out positive situations for learning, and adapt teaching strategies accordingly. Embedding NLP techniques into education derives a more interactive and engaging learning process while promoting self-discovery in students and educators toward overall growth and development.

NLP has become one of the most powerful tools that is being incorporated into teaching the English language, especially to second-language learners. This comes to complement or supplement the teaching methods to make learners excel in their language performance (Hedayat et al., 2020). By implementing NLP principles in practice, the outcomes of a language classroom can be maximized by allowing teachers to create more comfortable and relaxed circumstances than bringing increased ease into the classroom atmosphere for both teacher and students, which is crucial in reducing anxiety (Şaman, 2006). It has been proved that NLP techniques can make a significant difference in learning languages. Siddiqui (2018) noted that many countries started applying NLP in language education and succeeded in enhancing teaching efficiency. According to research, some of the advantages of integrating NLP include a higher ability to communicate, the creation of positive attitudes and motivation among learners toward the target language, increased self-esteem, and straightforward personal growth for students. Notwithstanding these developments, complexities are still encountered when NLP is to be fully adopted and integrated into the educational systems. Moreover, Neuro-Linguistic Programming (NLP) techniques play a pivotal role in enhancing language learners' confidence and motivation, enabling them to engage more effectively in the learning process (Sharif & Aziz, 2015). Furthermore, these techniques are instrumental in helping learners develop their public speaking skills, contributing to a more comprehensive mastery of the language (Gunawardana & Karunaratna, 2024). It is in respect of this that Rayati's (2021) study succeeded in further illuminating what good such adoption would bring to language schools and the challenges that remain to be overcome. The ongoing nature of these challenges brings home the point that NLP's role will continue to be influential in changing modern language instruction; it can and will continue to ensure improvements in learning results.

2.3 Anchoring Techniques in NLP

Anchoring in NLP is a technique used to associate a particular stimulus with a specific emotional or psychological state. When an individual experiences a strong emotional state, a unique stimulus (like a touch, sound, or visual cue) is introduced (Lashkarian & Sayadian, 2015). By continually pairing the stimulus with the desired emotional state, the stimulus alone can eventually trigger that state. This process helps individuals recall positive emotions and states of mind, enhancing motivation, confidence, and performance in various tasks (*NLP anchoring*, 2023). According to the study of Elsayed (2023), activities based on NLP techniques, including Anchoring techniques, are better than traditional methods in developing reading and listening skills among EFL learners. These NLP-based activities enhance students' performance and progress by boosting self-confidence, cooperation, and self-dependence. Besides, NLP-based activities increase students' enthusiasm for reading and listening classes, hence better performance.

If you have negative anchors you would like to get rid of, then it is possible to do. For example, if you attach much negativity to books as you think reading is boring, then you can delete that anchor. This is done by continuously having one event without the other, and your subconscious mind eventually disassociates the two events, thereby eliminating the anchor. This technique is known as an "**outputting anchor**" (*NLP anchoring*, 2023). This technique elicits a given desirable state and then reinforces it through repeated accessing and expression. The more often, therefore, that one accesses a particular positive emotional state, the more effective it is in being anchored for its functions to result in consistent performance and motivation concerning reading tasks.

Moreover, students can remember moments of joy, success, and relaxation right after reading a session successfully. This again associates these and creates a formidable composite anchor. Anchors using Stacking to connect the act of reading with several positive emotions are called "**stacking anchors**" (*NLP anchoring*, 2023).

Anchors can be utilized even in neutralizing negative states by collapsing them with positive ones, commonly known as "**collapsing anchors**". Every time a positive anchor is activated with a negative one, it replaces or minimizes the negative state with a positive one (*NLP anchoring*, 2023). For example, if you have a throbbing detestation for reading physical books, you could change that negative anchor for something positive like, "Though I do not enjoy books in print, I find myself able to read e-books." This will help the learners eliminate panic or negative incentives linked with reading.

"**Tranquility anchors**" assist the learner in achieving the tranquility and focus necessary for compelling reading. Such anchors will then come in handy in creating the most conducive environment for reading—one is relaxed yet alert to receive the learning content. One can either do deep breathing or visualization in setting these anchors so learners can deal with stress in a reading activity and be more focused (*NLP anchoring*, 2023). For example, if you are not comfortable reading or studying at home, you can use a calmness anchor by telling yourself, "Even though I am not able to read inside the house, I can have pleasure reading in my garden or on the rooftop."

Anchors facilitate the climbing or achieving of the confident mindset of different learners. Visual learners are most benefited by visual aids, kinesthetic actions or movements involved, and some auditory learners respond to listening through lectures or reading aloud (Siddiqui, 2018). The study of Sharif and Aziz (2015) also highlights other NLP techniques, including anchoring technique can be employed by both learners and educators to enhance communication, foster a positive learning environment, and promote academic effectiveness.

III. RESEARCH METHODOLOGY

The methodology section outlines the plan and method that how the study is conducted. The details are as follows;

3.1 Research Design

This study employed a quasi-experimental design, integrating both quantitative (pre-tests and post-tests) and qualitative (focus group discussions) methods to address the research objectives effectively.

3.2 Setting, Participants, and Sampling Procedure

The research was conducted at a government school in Colombo, Sri Lanka, which serves students from grades 1 to 13. Grades 1 and 2 study English through Activity Based Oral English (ABOE), grades 3 to 11 learn English as second language, and grades 12 and 13 focus on General English.

The study targeted upper-secondary level students (grades 9 to 13). However, due to time constraints and the imminent national examinations (O/L and A/L) for grades 11, 12, and 13, the accessible population was grade 10 students.

Generally, there were four parallel grade 10 classes in this school. As it was impossible for the researcher to collect information from all the students within the time constraints, only two classes were selected among these four. Therefore, a sample of 60 students was chosen using the purposive sampling method for this study. (all the students of the selected two classes, 32 from one class and 28 from the science class). As the selected school is a boys' school, only boys were the sample.

3.3 Instruments

3.3.1 Motivation for Reading Questionnaire (MRQ)

Used a Motivation for Reading Questionnaire (MRQ) developed by: John T. Guthrie and Allan Wigfield (Wigfield & Guthrie, 1997) to assess various aspects of reading motivation. This could help to understand if there has been a change in intrinsic and extrinsic motivation towards reading.

3.3.2 Reading Comprehension Tests

A standardized test called the Nelson-Denny Reading Test (NDRT), (Brown et al., 1993) structure was used to assess reading comprehension skills after 6 weeks.

3.3.3 Focus Group Discussions

Conducted focus group discussions to gather qualitative data on the participants' reading experiences, challenges faced, and their overall attitude towards reading after the intervention

3.4 Methods of Data Collection

3.4.1 Before the Intervention

Distribute the MRQ to the 60 students before introducing the NLP anchoring techniques as the pre-test to establish baseline reading motivation. Then conduct a Nelson-Denny Reading Test (NDRT) reading comprehension test to measure initial reading skills as a pre-test

3.4.2 During the Intervention

NLP Workshop: After conducting the pre-tests, the researcher held a two-day NLP workshop, dedicating four hours each day to focus on the "anchoring" techniques, a fundamental aspect of NLP. The workshop included theoretical and practical elements, using various methods such as PowerPoint presentations, video clips, physical activities like gaming, writing and drawing exercises, and entertainment activities as shown in **Table 1**. Students were introduced to various anchoring techniques and learned how outputting, stacking, collapsing, and tranquility anchors function as motivators.

Table 1: Fun Reading Activities

Name of the Game	How it Works	Objectives
Pass the Story	Provide a short paragraph from a story and have each student read it aloud in sequence. After reading their section, each student adds one or two sentences to continue the story creatively.	Enhances reading fluency, comprehension, and creativity while making it collaborative and enjoyable.
Character Role-Play	Assign characters from a story or text and have students read their parts aloud with expression. Later, they can act out a scene or create a dialogue based on what they've read.	Assign characters from a story or text and have students read their parts aloud with expression. Later, they can act out a scene or create a dialogue based on what they've read.
Find Your Anchor	Relate reading to NLP by asking students to identify a personal "anchor" within the text a quote, phrase, or character trait that motivates or inspires them.	Combines reading with self-reflection and NLP techniques like anchoring.
Predict the Next Chapter	After reading a passage, ask students to predict what might happen next. They can work individually or in groups to brainstorm ideas and present them	Encourages critical thinking, comprehension, and engagement with the text.
Hot Seat	Select a student to sit in the "hot seat" as a character from the text. Other students ask questions, and the person in the hot seat answers in character based on the story.	Develops comprehension, empathy for characters, and speaking skills.

After the workshop, within six weeks, the researcher guided and followed up the participants from time to time with the practical usage of these anchoring techniques. They were encouraged every possible time.

3.4.3 After the Intervention

Post-test

After the six-week intervention period, re-distributed the MRQ and NDRT tests again to the students as a post-test to evaluate changes in reading motivation and comprehension.

Focus Group Discussions:

Eventually, focus group discussions were conducted to gather qualitative data about the student's experiences with the NLP techniques and their perceived impact on their reading motivation after the posttests. The 60 students were divided into 10 groups, each consisting of 6 students.

IV. RESULTS AND DISCUSSION

4.1 Effect of the Selected NLP Technique on Cultivating Reading Habits in English Language Learners

This subsection presents the results of the first objective set for the study: "To assess the impact of Anchoring techniques in NLP on second-language English Learners' motivation and engagement in reading activities". Pre- and post-tests of MRQ and NDRT evaluated the motivational and comprehension levels for reading among 60 participants. Both these tests were evaluated by an external observer (a qualified English language teacher from the same school) to avoid biases in testing. The analysis aimed to test the hypothesis that the intervention using NLP anchoring techniques would lead to an **increase in students' motivation for reading**. A one-tail t-test was conducted as the experimental hypothesis predicted a directional change (increase).

Table 2: t-Test for Means of MRQ Score

	Pre-Intervention MRQ Score			Post-Intervention MRQ Score	
Mean	41.08			63.9	
Variance	66.65			84.76	
Observations	60			60	
Standard Deviation	8.16			9.2	
Pearson Correlation	Hypothesized Mean Difference	df	t Stat	P(T<=t) one-tail	t Critical onetail
0.59	0	59	-22.49	6.22E-31	1.671

Table 2 presents results for pre and post-intervention of MRQ. According to the sample size and given assumption, a one-tailed test under a t-test was taken. The p value of the one-tailed test is less than the Alpha value (.05). Therefore, it rejects the null hypothesis(H_0) that there is no significant improvement in reading habits among English language learners using NLP anchoring techniques. The observed value of the mean difference (22.82) is statistically significant.

Therefore, according to the results of pre-test ($M = 41.08$, $SD = 8.16$) and post-test ($M = 63.9$, $SD = 9.2$), it can be concluded that there is a statistically significant improvement in reading habits among English language learners using NLP anchoring techniques $t(59) = -22.49$, $P = 0.000$.

Table 3: t-Test for Means of NDRT Score

	Pre-Intervention MRQ Score			Post-Intervention MRQ Score	
Mean	42.83			80.42	
Variance	58.51			57.70	
Observations	60			60	
Standard Deviation	7.65			7.6	
Pearson Correlation	Hypothesized Mean Difference	df	t Stat	P(T<=t) one-tail	t Critical one-tail
-0.175	0	59	-24.91	2.65E-33	1.67

Similarly, **Table 3** presents results for pre- and post-intervention of NDRT. According to the sample size and given assumption, a one-tailed test under a t-test was taken for this as well. The p value of the one-tailed test is less than the Alpha value (.05). Therefore, it rejects the null hypothesis (H_0) that there is no significant improvement in reading habits among English language learners using NLP anchoring techniques. The observed value of the mean difference (37.59) is statistically significant.

Therefore, according to the results of the pre-test ($M = 42.83$, $SD = 7.65$) and post-test ($M = 80.42$, $SD = 7.6$), it can be concluded that there is a statistically significant improvement in reading habits among English language learners using NLP anchoring techniques $t(59) = -24.91$, $P = 0.000$.

These high increases in MRQ and NDRT preliminarily suggest a positive impact of the NLP anchoring techniques on students' motivation to read. The results support the hypothesis that NLP methods can enhance reading motivation among English language learners, probably leading to greater engagement in reading activities.

4.2 Perceptions and Experiences of Learners' Regarding the Implementation of NLP Anchoring in Promoting Reading Habits

Results of the second objective set for the study, i.e.: "To examine the perceptions and experiences of students regarding the implementation of NLP Anchoring in promoting reading habits", are discussed hereunder. The second objective was accomplished by conducting focus group discussions by the researcher and the external observer of the participants after administering the post-tests. Students' responses were transcribed and themes were sorted to investigate their perception of enhancing their motivation towards reading through the NLP technique. The key five themes that emerged from these discussions included: (i) Increased awareness of reading strategies (ii) Enhanced engagement and motivation to read due to the novelty and interactive nature of NLP techniques (iii) Positive feelings towards reading as a result of the anchoring technique (iv) Improved reading comprehension (v) Enhanced confidence in reading.

4.2.1 Increased Awareness of Reading Strategies

Students reported that following the NLP techniques, they became more aware of effective reading strategies and could apply more their skills. Enhanced awareness was revealed by being in a place where one can attend much more strategically to texts. For example:

"I never knew that particular strategies would make it easier and more pleasurable to read. The NLP techniques taught us how to approach different kinds of texts effectively." (S11)

"The anchoring techniques helped me to remember what was read. Now, I give more attention to keywords and start visualizing." (S26)

4.2.2 Enhanced Engagement and Motivation to Read Due to the Novelty and Interactive Nature of NLP Techniques

The novelty and interactivity of the NLP activities increased students' interest and motivation to read, which became clear in their heightened eagerness for reading sessions.

"I found the NLP activities to be fun and different from what we usually did. It has made me look forward to reading sessions." (S6)

"The interactive exercises made reading more interesting. I was more motivated to finish the books because I wanted to try the new techniques we learned." (S45)

4.2.3 Positive Feelings Towards Reading as a Result of the Anchoring Technique

Students expressed that their attitudes towards reading had changed, and now they had more positive feelings about it and enjoyed it as a result of the anchoring techniques. For example:

"Before, reading was more of a burden; with the anchoring techniques, it became entertaining. It feels good to finish reading a book." (S19)

"Using anchoring techniques gave me the confidence that will enable me to feel more positive about my reading skills and more willing to attack difficult texts". (S3)

4.2.4 Improved Reading Comprehension

Students expressed that they felt more capable of gaining meaning from and making connections with reading material, stating that they had advances in their reading comprehension.

"The techniques of NLP helped me to understand the texts better. The main ideas and details were more understandable." (S44)

"I can connect the different parts of text now, and further understand it about general meaning. I feel like I'm starting to become a better reader." (S27)

4.2.5 Enhanced Confidence in Reading

NLP anchoring techniques significantly enhanced students' confidence to approach reading tasks, as reflected in their willingness to engage with more challenging texts. Students stated,

"Now it's much easier, because there's no fear factor at all—nothing to stop me from doing my best". (S60)

"I feel more confident reading English texts now because the techniques we had learned made me realize that I, too, can handle thorny passages." (S56)

"It has increased my confidence in reading a lot. I don't get as hesitant when picking up a new book nowadays or read out loud in class." (S17)

These findings suggest that NLP anchoring techniques facilitate positive attitudes, increase motivation, improve comprehension, and inspire reading confidence in English language learners.

V. CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

The objective of the study was to determine if NLP anchoring techniques would have any effect on second language learners' motivation to read and reading engagement activities. Using both quantitative and qualitative methods, through

pre- and post-tests accompanied by focus group discussion, gave this study comprehensive coverage to establish its effectiveness.

Statistical analysis of paired-sample t-tests of both MRQ scores and NDRT scores reveal significant improvement in motivation and reading comprehension following the intervention of six weeks. It proves the fact that anchoring techniques significantly enhanced the reading motivation and comprehension skills of the students, thus supporting the fact that such techniques strengthen the habit of reading among English language learners.

Focus group discussions added depth to these findings with insights into students' perceptions and experiences. It emerged that the NLP anchoring techniques had a positive effect on students' reading habits, engagement, and comprehension. These techniques, thus, in this respect, turn out of great potential as practical tools for promoting better reading habits in second-language learners through enhanced awareness of reading strategies, enhanced motivation and enjoyment of reading, improved comprehension skills, and increased confidence. The qualitative data strongly support using NLP anchoring techniques in educational settings to foster improved reading outcomes. These research findings will have value for language education, particularly to the ESL learners in Sri Lanka.

5.2 Recommendations

According to the results and conclusions of this study, some recommendations can be made to educators, policymakers, and future researchers regarding the proposed anchoring techniques of NLP to increase their effectiveness in motivating and improving reading comprehension among ESL learners. Integrating NLP techniques into the Sri Lankan educational curriculum will help to increase students' motivation for learning. Conversely, empowering teachers with knowledge of NLP will help with their practical application within a class setup. Moreover, longitudinal studies will uncover whether anchoring techniques of NLP exhibit long-term resonance in reading habits and comprehension. Apart from that, many more studies are required to test anchoring techniques in NLP across age brackets, cultural backgrounds, and types of educational settings. By using these suggestions, one can establish a more engaging and motivating reading environment through the anchoring techniques of NLP with second-language English learners. All such efforts will yield manifold improvements in reading habits, comprehension skills, and overall academic success.

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