

The Comparative Effect of Neuro-Linguistic Programming (NLP), Critical Thinking and a Combination of Both On EFL Learners' Reading Comprehension

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Abstract : The present study was an attempt to investigate the comparative effect of teaching NLP, critical thinking, and a combination of NLP and critical thinking on EFL learners' reading comprehension. To fulfill the purpose of this study, a group of 82 female and male intermediate EFL learners at a Language School in Iran took a piloted sample PET as a proficiency test and 63 of them were selected as homogenous learners and were randomly assigned to three experimental groups. Within a treatment process of 10 sessions the teacher/researcher provided the participants of each group with handouts, explanations, practices, homework, and questionnaires on techniques of NLP, critical thinking, and a combination of both. During these 10 sessions, 10 same reading comprehension texts extracted from the multi-skill course book suggested by the language school were thought to the participants of each experimental group using skills and strategies of NLP, critical thinking, and a combination of both. On the eleventh session, the participants sat for a reading posttest. The results of one-way ANOVA showed no significant difference among the three groups in terms of reading comprehension. Justifications and implications for the findings of the study and suggestions for further research are presented.

Keywords : neuro-linguistic programming (NLP), critical thinking, reading comprehension

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