

Neurolinguistic Program to Develop Language Prep School Students' EFL Discourse Competence, and Their Mindfulness

Eman Ahmed Abdelhamid*, Bahaa Elsaied Elnagar, Ahmed Abdelsalam Edrees

Department of Curricula, Instruction and Educational Technology, Faculty of Education,
Zagazig University

*Corresponding Author: Eman Ahmed Abdelhamid

E-mail: emanabdelhamid51@gmail.com

Abstract

This study aimed to develop prep language school students' EFL discourse competence, and mindfulness via a neurolinguistic program. Participants were thirty for the experimental group and the same for the control group. A questionnaire on discourse competence, and mindfulness scale were designed and juried. Then, the discourse competence test and mindfulness scale were administered to the participants of the two groups. The program was designed and administered in the first term of 2024, the academic year, and lasted for the entire term with two sessions per week for the experimental group. The study results revealed that the experimental group's post-results exceeded its pre-results in the post-administration of the instructions. Furthermore, it could be determined that the program substantially improved the stated variables.

Keywords: the neurolinguistic program– discourse competence- mindfulness.

1. Need for the research

Preparatory students face increasing demands to master advanced communication skills and emotional regulation in academic and social contexts. They often struggle with coherence and fluency due to cognitive overload and anxiety (Dörnyei, 2005). Discourse competence is defined as the ability to produce coherent, context-appropriate language. It is foundational for critical thinking and collaboration (Celce-Murcia, 2007). It is also defined as the ability to organize sentences coherently, use connectives accurately, and understand logical relationships in spoken or written communication (Canale & Swain, 1980). It encompasses grammatical, textual, and pragmatic aspects of language, essential for effective communication. Discourse competence involves organizing ideas logically, adapting language to context, and engaging audiences (Halliday & Hasan, 1976). It is a fundamental component of communicative competence, enabling learners to produce and comprehend coherent, meaningful communication.

Concurrently, mindfulness, characterized by present-moment awareness and non-judgmental attention, is linked to reduced stress and improved cognitive flexibility (Kabat-Zinn, 2003). Despite their importance, traditional curricula often neglect explicit training in these domains. Mindfulness practices improve attentional control and emotional resilience, fostering better academic outcomes (Zelazo & Lyons, 2012). Mindfulness has been shown to enhance metacognitive awareness and self-regulation in learning. In language education, mindfulness fosters concentration, reduces anxiety, and improves metalinguistic reflection. Mindfulness enhances focus and self-regulation. In EFL contexts, mindfulness interventions enhance listening and speaking performance (Oxford, 2016). However, mindfulness training in prep education remains rare.

This has prompted the exploration of innovative strategies to enhance these skills, including Neurolinguistic Programming. Neurolinguistic programming (NLP), a psychological approach emphasizing language patterns, sensory acuity, and cognitive restructuring, offers promising strategies for enhancing communication and self-

regulation (Bandler & Grinder, 1975). While NLP has been applied in therapy and leadership training, its pedagogical potential remains underexplored.

NLP, has been applied in various educational settings to improve language skills, emotional regulation, and cognitive awareness. NLP techniques, such as visualization, reframing, anchoring, and rapport-building, aim to rewire cognitive and linguistic habits (Tosey & Mathison, 2010). Preliminary studies suggest NLP improves communication skills in professionals (Sturt et al., 2012). It has been employed to enhance motivation, self-confidence, and communication skills in learners (Dilts, 1999).

2-Delimitations of the research

The present research will be delimited to:

Second- year Zagazig language prep school in Zagazig, Egypt, (b) some components of discourse competence that were approved by the jury members for EFL second year Zagazig language prep school students., (c) some dimensions of mindfulness, that were approved by the jury members for EFL second year Zagazig language prep school students., and (d) Some units of student' book of second year of Zagazig language prep school. The duration of the academic year is 2023/2024.

3-Context of the Problem

The problem of the present research was emphasized through the following ways researcher works as an EFL teacher. She has observed that the language prep students have an obvious lack in most of the discourse competence skills as well as mindfulness. The researcher reviewed the previous studies that assured the persistence of EFL students' lack of discourse competence skills, and mindfulness. Besides, interviews were also conducted with EFL teachers in some language prep schools. They confirmed that most students lack discourse competence skills, and mindfulness. A pilot study was conducted to diagnose the problem on a real scientific basis. A discourse competence test, (developed by the researcher), and a mindfulness scale, (adopted from Brown& Ryan,2003) were administered to a group of 30 students, second-year, Zagazig language prep school in Zagazig, Egypt .

The results of discourse competence test indicated that second-year language prep schools suffer from low levels of discourse competence skills as follows

4-Statement of the Problem

The problem of the study could be stated as second-year language prep school students' lack of discourse competence, skills, and mindfulness. So, the current study was an attempt to investigate the effect of using a neurolinguistic program and developing language prep school students' discourse competence skills, and mindfulness.

5-Questions of the research

The present Study was an attempt to answer the following main question:

How can a neurolinguistic program develop language prep school students' EFL discourse competence skills, and their mindfulness?

This main question branched out into the following sub-questions:

1. What are EFL discourse competence skills targeted for second-year language Prep School Students?
2. What are EFL mindfulness dimensions targeted for second-year language Prep School Students?
3. What are the features of a neurolinguistic program to develop EFL discourse competence skills, and mindfulness of second-year language Prep School Students?
4. What is the effect of a neurolinguistic program on developing EFL discourse competence of second-year language Prep School Students?
5. What is the effect of a neurolinguistic program on developing mindfulness of second-year language Prep School Students?

6-Literature Review

Discourse competence is crucial and a key component of any linguistic skill (Celce-Murcia, Dörnyei, and Thurrell (1995). Celce-Murcia et al.'s (1995) clarification of the interrelationships between the many elements of communicative competence was one of their significant contributions. They provided Figure 1, which made the connections clear. In this model, the discourse component was given a major role in this construct, where it interacts with the sociocultural background, actional organizing skills, and lexico-grammatical resources to form the discourse. The circle that surrounds the pyramid represents strategic competence; it is the collection of communicative, cognitive, and metacognitive techniques that a good interlocutor can use to negotiate meanings, clear up ambiguities, and make up for any gaps in any of the other competences.

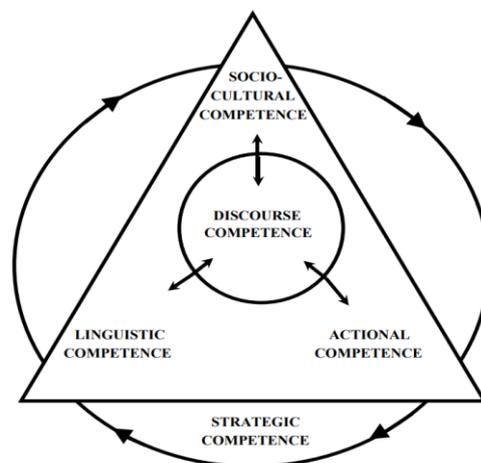


Figure (1) Schematic representation of communicative competence, Celce-Murcia et al. (1995: 10)

In their study, Saighi & Chaouki, (2017) stated that a discourse-based method of teaching languages that emphasizes communication and meaning can unlock the supra-sentential connections. The goal of this method is to help students become more proficient in discourse, which is a necessary skill for explaining the links between sentences in a text. This helps improve students' reading-based conversation competence. More than only the formal characteristics of language are required for the enactment of discourse. The discourse's underlying social and cultural framework is necessary. Therefore, formal, functional, and contextual components should all be used to build learners' discourse competence.

Januin & Stephen (2015) Conducting class presentation for ESL learners taking blended EAP course in Malaysia. They present a qualitative document analysis of the essay marking schedule, course textbook, and course syllabus. They are confronted with tasks that require them to search for information; select relevant sources; read and write highly conventionalized academic genres; and present findings in an academic presentation. The study also employs an ethnographic analysis (class observations) of participant (teachers and students) interviews, pertaining to the process of the essay presentation. The findings suggest that there are three types of discourse competence knowledge underpinning the oral presentation of the essay assignment: public speaking, use of oral presentation structure, and linguistic knowledge. The implications of the study are threefold: first, students should develop the ability to exercise discourse competence to enable them to present their essay findings more accurately and appropriately; secondly, teachers should have a sound understanding of the discourse competence knowledge to help their students develop discourse competence., in order to uncover the elements of discourse competence knowledge that relate to meeting the requirements of the essay assignment presentation for the course. In addition to the interviews, the study also utilizes class observations as part of the ethnographic analysis. The combination of both textual (document) and ethnographic (interview) methods utilized is termed a textographic approach (Paltridge, 2008).

More recently, Tabari (2022) conducted a mixed-methods study to examine the effects of task planning on the accuracy, complexity, and fluency of the written product. He invited a group of undergraduate EFL learners in a local non-English university to perform a picture-based narrative writing task in four conditions with different planning times. He found that task planning could mitigate the content and organization demands on L2 writers' cognitive processes and consequently enable the allocation of proper attentional resources to other aspects of the writing system and processes, hence enhancing writing products.

According to Van de Weiver Bergsma et al. (2014), "participating in mindfulness allows students to take a break from academics and return refreshed and ready to go." (p 243), Ten minutes a day of mindfulness practice increased participants' academic performance and overall classroom achievement in one research. Students' reading and science exam results increased because they were able to take a mental break and refocus during those 10 minutes (Bakosh, 2016). In a different study, educators demonstrated improvements in their personal stress management, which improved their ability to instruct students. Formal tests revealed that these students had improved their academic performance by 11% while participating in mindfulness exercises with their professors (Nankin, 2014). According to several studies, students who are in a healthy state would experience reduced stress when practicing mindfulness (Chiesa & Serretti, 2016). Research indicates and demonstrates that students' bodies and minds are both impacted by focused deep breathing.

The impact of an 8-week MBSR training on brain areas linked to stress, empathy, memory, and self-awareness was examined by the researchers. The participants engaged in mindfulness activities for an average of 27 minutes per day. Increased grey matter density was observed in the hippocampus, a region crucial to learning and memory, as well as in structures linked to self-awareness, empathy as well as reflection. Reduced grey matter density in the amygdala, a region known to control the human stress response, was connected with participants' claims of subjectively feeling less stressed (Hölzel et al. 2011). These results imply that people can actively alter their brain structure in ways that enhance brain health and quality of life because of the brain's neuroplastic nature—that is, its capacity to form new neurons and neural connections.

Re et al. (2015) provided inspiration for previewing, evaluating, and commenting on activities model. Integrating Sensory Processing with Mindful Practices. Her students practice paying attention in everyday activities across the curriculum when she uses language for metacognition. Besides, three crucial recommended practices for classroom-based attention training have been identified by research in the broader field of attention control. First, it takes time and effort to regulate attention. Secondly, a metacognitive element should be incorporated into a training strategy so that both adults and kids may consider and reflect on how they focus, maintain, and choose their attention. Third, in order to provide students the opportunity to practice attention management in a variety of settings, talks and activities should be included throughout the curriculum Diamond & Ling, 2016. These three objectives are met by mindfulness techniques. By paying attention to breathing, hearing, and seeing.

Moreover, mindfulness has a very beneficial effect on the brain in addition to reducing stress and anxiety. The area of the brain that controls fear and/or unpleasant feelings is called the amygdala. Reacting to these unpleasant emotions causes this region of the brain to become activated (Lutz, Slagter, Dunne, & Davidson, 2008). This area of the brain exhibits reduced gray matter and is less active after practicing mindfulness (Holze, 2018). Goldin & Gross (2010) demonstrate that mindfulness deep breathing increases activation in the hippocampus, the area of the brain essential for memory and learning. Additionally, this area of the brain aids in controlling the amygdala (Holzel, 2011). Another crucial area of the brain that aids in controlling emotions and actions related to making wise judgments is the prefrontal cortex. Chiesa & Serretti (2010) state that practicing mindfulness techniques causes this area of the brain to become active.

Neuro-linguistic programming

Neuro-linguistic programming (NLP) was developed in the 1970s at the University of California, Santa Cruz, in the United States. Richard Bandler, a computer programmer, mathematician, and psychologist, and John Grinder, a linguistics professor with a psychology degree, were its founders. It was manipulated as a tool for productive communication and behavior modification. "NLP" refers to the idea that an individual is a mind-body system in its whole. This system exhibits regular structured relationships between language usage (linguistics), acquired behavioral strategies (programming), and neurological activities (neuro). The first term, "neuro," refers to the basic human behavior that is derived from the neurological regulation of vision, hearing, smell, taste, and other senses in the brain. The second word, linguistics, denotes the way in which people organize their ideas and actions via language in order to interact with others. The final word, "programming," describes acquired behavioral techniques and the steps used to arrange concepts in a way that produces outcomes. (Tosey & Mathison, 2010, pp. 317-326).

Manana, Tarhini, Ghanem, Assi, Awada, & Hatem (2024) investigate the impact of NLP on the intellectual capacity and abstract reasoning skills of primary school students aged 6 to 11. A before-and-after intervention was carried out. The participants were 121 pupils (60.0% girls and 40.0% males), from a private urban school in Lebanon. The Raven's Colored Progressive Matrices exam was used to measure their intellectual capacities. This exam was performed before and during the NLP intervention, which included four sessions for instructors and one for students. It was found substantial improvements in performance, particularly

among older pupils aged 8 to 11. There were substantial relationships between grade level and performance. Comparisons of students' intellectual capacities revealed more substantial gains in older age groups, indicating NLP's potential advantages, particularly for pupils aged 9 to 11. The NLP intervention significantly improved children's academic performance and cognitive development, especially among older children. As a low-cost technology, NLP may be deployed with few resources, boosting accessibility even in resource-constrained contexts.

Zarfsaz, & Salamat (2024) attempted to explore the influence of NLP approaches on EFL writing abilities. To accomplish this purpose, two intact classes of students were chosen: an experimental group (n=15) and a control group (n=15). All participants were given a pre-test on their writing abilities (depending on course material). Participants in the experimental group were taught NLP methods so that they could apply them to their writing. In the control group, the normal teaching method was employed. Comparing the post-test findings using ANCOVA, it was discovered that implementing NLP approaches can have a considerable impact on EFL learners' writing skills. As a result, NLP may enhance writing skill by enhancing numerous processes such as communication and data processing. It is suitable for use by teachers, trainers, and syllabus designers.

In addition, Fikri, (2023) aimed to improve the English writing skills of second-grade pupils at MA Hidayatullah Mataram by employing (NLP) approaches. The researchers employed Classroom Action Research (CAR) as a research method, collecting data through observation and testing. Observations focused on the use of an NLP-based method in teaching and learning, as well as the growth of students' writing skills through exams. This research included 18 second-grade language students from MA Hidayatullah Mataram. The findings suggest that NLP technique-based approach can improve students' writing skills, as seen by a considerable improvement in scores.

The findings of all previous studies support the vital role of NLP and its impact on improving several EFL students' skills. The above-mentioned studies approved some NLP strategies gave participants opportunities to be aware of how their minds work and to be conscious in using their unconscious mind to maximize their abilities. It helps students be engaged in a process of trying new strategies that ongoing support and coaching when problems arose. NLP has been identified by the researchers as an excellent strategy for improving EFL skills. One of the biggest reasons for the NLP's popularity is that it encourages and rewards higher-order thinking skills like evaluating, analyzing, and applying. These mindsets help students learn independently and involve them into lifelong learning. Students begin to prefer learning because it comes from themselves and peers. However, research on its application in developing discourse competence and mindfulness among preparatory students remains limited. This study aims to bridge this gap by investigating the effect of an NLP intervention on these skills.

7-Methodology

7.1. Study Design

The present study adopted the quasi-experimental design. Two classes were selected to represent the experimental group and the control group. The experimental group was instructed on the neurolinguistic program. The control one received regular instruction. A pre-post discourse competence test, and a pre-post mindfulness scale were administered to the two groups before and after the experiment.

7.2. Participants

The participants in the present study were second-year, Zagazig language prep school in Zagazig, Egypt. in the first semester of the academic year 2023-2024. They were selected to develop their discourse competence, and their mindfulness. They were divided into two groups: the experimental group (N=30) "taught through neurolinguistic program," and the control group (N=30) "taught regularly". Some variables were controlled to ensure that the improvement of the participants' neurolinguistic program in the experimental group was attributed to the use of the neurolinguistic program. These variables included the participants' ages, which ranged from 11 to 15 years old, economic level both belonged to the same economic level.

7.3. Instruments

After reviewing the related literature and the previous studies related to discourse competence, and mindfulness. The researcher designed the following instruments designed the following instruments in light of the study's independent variable:

For discourse competence skills:

1. discourse competence skills questionnaire.

2. discourse competence test.

For mindfulness

1-mindfulness scale.

7.4. Verifying the Hypotheses of the Study

The first hypothesis was stated as follows:

Hypothesis1:

It has been hypothesized that " There is statistically significant difference between the mean scores of the students in the experimental group and the control group in the post- test favoring the experimental group".one sample t-test was used as shown in (table 1).

Table (1): Comparing both groups post discourse competence skills test results

The Group	N	Std. error Mean	Mean	Std. Deviation	Compared mean	t.value	df
The experimental group	30	0.24	23.40	1.30	5.47	12.26	58
The control group	30	0.38	17.93	2.07			

*Significant at (0.05)

Table (1) indicates that there is a statistically significant difference between the control and the experimental groups in favor of the later in the post administration of discourse competence test, the mean scores of the experimental is higher than the mean scores of the control group, t-value being (12.26). It is significant at (0,05) level. So, the first hypothesis was validated.

Hypothesis 2:

It has been hypothesized that" There are statistically significant difference between the mean scores of the experimental group at the post test and the pre-test for the post test.

A paired samples t-test was used to verify this hypothesis as shown in (table 2).

Table (2): Comparing the experimental group pre to post discourse competence test results

The Group	N	Std. error Mean	Mean	Std. Deviation	Compared mean	t.value	df
The experimental group pre-test	30	0.13	14.87	0.73	8.53	41.12	29
The experimental group post-test	30	0.24	23.40	1.30			

*Significant at (0.05)

Table (2) indicates that there is a statistically significant difference between the pre and the post test of experimental group in favor of the later in the discourse competence test, the mean scores of the post- test is higher than the mean scores of the pre-test, t-value being is (41.12) significant at,0.05. So, the second hypothesis was validated.

Hypothesis 3

It has been hypothesized that" Neurolinguistic program is effective in developing discourse competence skills for EFL prep school students " Cohen's equation was used to verify this hypothesis as shown in (table 3)

Table (3): Results of Cohen's equation comparing the pre to post administrations of the experimental group.

The Group	N	Std. error Mean	Mean	Std. Deviation	Compared mean	t.value	df	Cohen's value
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The experimental group pre-test	30	0.13	14.87	0.73	8.53	41.12	29	8.08
The experimental group	30	0.24	23.40	1.30				

Cohen's equation was used to verify the impact of the program. The impact was measured through the Cohen's equation:

As indicated in table (3), it is obvious that the final value of Cohen's equation for the experimental group, comparing its pre to the post administrations in the discourse competence test is (8.08) significant at (0.05). Based on that, it has been concluded that there is a positive effect of the E mind mapping strategy in developing discourse competence skills for students at the prep school.

Hypothesis 4:

It has been hypothesized that " There is a statistically significant difference between the mean scores of the experimental group and the control one in the post administration of the mindfulness scale, in favor of the experimental group.

Table 4: Comparing both groups Mindfulness scale

The Group	N	Std. error Mean	Mean	Std. Deviation	Compared mean	t.value	df
The experimental group	30	0.20	23.70	1.09	6.30	15.10	58
The control group	30	0.37	17.40	2.01			

Table (4) indicates that there is a statistically significant difference between both groups in favor of the experimental in the post administration of the mindfulness scale results. t-value being (14.82). It is significant at (.01) level. So, the seventh hypothesis was accepted.

Hypothesis 5:

It has been hypothesized that" There is a statistically significant difference between the mean scores of the experimental group in the pre / post mindfulness scale administrations, in favor of the post results.

Table 5: Comparing the pre to post results of the experimental group in the Mindfulness scale

The Group	N	Std. error Mean	Mean	Std. Deviation	Compared mean	t.value	df
The experimental group pre-test	30	0.12	11.93	0.64	11.77	56.78	29
The experimental group post-test	30	0.20	23.70	1.09			

Table (5) indicates that there is a statistically significant difference between pre -post administrations of the Mindfulness scale to the experimental group, t-value being (23.46). It is significant at (.01) level. So, the fifth hypothesis was accepted.

Hypothesis 6:

The neurolinguistic program has a positive effect on the experimental group of mindfulness scale. Cohen's equation was used to verify this hypothesis as shown in (table6).

Table 6: Results of Cohen's Equation comparing the pre -post results of the experimental group in the Mindfulness scale

The Group	N	Std. error Mean	Mean	Std. Deviation	Compared mean	t.value	df	Cohen's value
The experimental group pre-test	30	0.12	11.93	0.64	11.77	56.78	29	13.19
The experimental group post-test	30	0.20	23.70	1.09				

As indicated in table (6), the final value of Cohen's equation for the experimental group, comparing its pre to the post results in the Mindfulness scale is (13.19). Based on that, there is a positive effect of the neurolinguistic program on mindfulness. So, this hypothesis was accepted.

8- Data analysis and results of the Study:

The results of the present study showed that the experimental group, taught through the neurolinguistic program performed better than the control one in the post administration of the discourse competence test and mindfulness scale. Since there were statistically significant differences at ($\alpha = 0.01$) between the mean scores of the experimental group and the control one in favor of the former. Results of the current study are discussed with reference to the variables of the study (discourse competence, skills and mindfulness).

1) Concerning the development of EFL discourse competence skills:

- 1- There was a statistically significant difference between the mean scores of the experimental group in their performance on the post-discourse competence test results compared to the pre one. The participants' advance in the post administration of the discourse competence test could be attributed to the use of the neurolinguistic program. This program increased participants' motivation to compose acceptable discourse using discourse competence skills. While using neurolinguistic program participants were interested in discourse competence and composing about related topics to their syllabi.
- 2- The results of the current study showed that the experimental group outperformed the control group in the post administration of the discourse competence skills test as a whole. The statistical results showed that there was statistically significant difference between the mean scores of the experimental group in the performance of the posttest compared to the pre administration, favoring the post administrations (Tables 1-6). The mean scores of the experimental group in the test are higher than that of the control one. Providing participants with a variety of activities through the neurolinguistic program, changing the method of teaching, dividing the roles among participants to improve the discourse competence skills, gave them the opportunity to interact with each other and to react to the material presented to them.
- 3- The neurolinguistic program has a positive effect on the experimental group of discourse competence skills.

2) Concerning the development of EFL mindfulness:

- 1- There were statistically significant differences between the mean scores of the experimental group in their performance on the post-administration of the mindfulness scale compared to the pre administration, favoring the post one. The experimental participants' advance in the post administration of the mindfulness scale could be attributed to the use of the neurolinguistic program. This increased their mindfulness.
- 2- The results of the current study showed that the experimental group outperformed the control group in the post administration of the mindfulness scale. The statistical results showed that there was statistically significant difference between the mean scores of the experimental group in the performance of the post results compared to the pre administration, favoring the post administrations.
- 3- The neurolinguistic program has a positive effect on the experimental group of mindfulness scale.

To sum up, the current study proved that the neurolinguistic program had a positive effect on developing the discourse competence, skills and mindfulness.

9- Discussion of the Results:

The results of the present study show that the experimental group, taught through Neurolinguistic program performed better than the control one in the post administration of Discourse competence Skills, since there

were statistically significant differences at (0, 05) between the mean scores of the experimental group and the control group in favor of the former.

- The neurolinguistic program helps students know the difference between the conscious and the subconscious mind, and how the brain works. They know how to program their mind with positive thoughts and valuable mental input and feelings to maintain successful output. Thus, they could overcome fears, manage beliefs, and sustain good behavior through doing class practice.
- The breathing technique take in and out deep breathing with rehearsal of positive words about themselves contributes to taking control of memories, letting go of negative feelings and emotions, and creating invigorating beliefs that focusing on achieving results.
- By well-formed outcome, they set goals and make mental plans, understand similarities and differences, set time perspective, and combine mental techniques.

The experimental group became more energetic in learning. They involved in mirroring and matching, building rapport by subtly imitating others' body language, tone, or words. They mirrored postures, gestures, or speaking style of the researcher or an excellent student to create subconscious rapport. Rapport building established trust and connection with others. They used open body language, active listening, and shared language patterns.

Based on the results of the statistical analysis of data and discussion, the researcher could explain the participants' progress in discourse competence as follows:

They followed specific techniques to be discourse competent; before the planning stage, students were clear minded because of the deep breathing with imagination, rapport, and positive affirmation. In the planning time, participants focus on thoughts about their own experiences to activate the relevant schemata. They made a plan to help them remember ideas when writing their drafts. In the drafting time, participants wrote a rough draft of their ideas. In the revising phase, the participants got other readers' responses to what they have composing, they should make revisions based on reader's comments and their own ideas to improve their drafts. They thought about what connectives to add, cut, or change according to their knowledge of implicit logical connections. In the editing phase, the participants read their revised draft carefully and looked for mistakes in grammar, spelling, capitalization and punctuation, they corrected any mistakes that they found, and they could get other readers to help them find mistakes that they missed. They used different synonyms and antonyms. They organized sentences and paragraphs coherently. Finally, in the publishing phase, the participants completed their final copies; they could show to their peers and teacher to get feedback. These findings support those of Ilyas, (2017); Salami, (2015); Rosemarin (2016); El-Ashry, (2021); Ahaalla (2017), and Zarfsaz, & Salamat (2024).

On the other hand, the control participants were assigned the text topic and presented some writing prompts, the teacher asked them to start writing without any vehicle. They did not conduct any new activities. The teacher just gave information and instruction so they were not active. They had been taught for an absent purpose for their writing, they used only the blackboard, the book and the workbook exercises. That was the reason that their mean of scores in the post administration in discourse competence was less than that of the experimental group. These findings support those of (Alroudhan's (2018), and Rayati (2021) Silva, (2017); Begum et al., (2022); Jayanthi (2021), and Anjomshoaa et al., (2021).

1) Concerning the development of EFL mindfulness:

The improvement in mindfulness can be attributed to the neurolinguistic program through their similar techniques i.e. deep breathing, practicing meditation, practicing gratitude and reflect on thoughts. Moreover, mindfulness has similar steps to the representative system of NLP as paying attention to all sensation looking, hearing, smelling, eating, feelings, and textures. Additionally, the researcher got students focus on optimistic thoughts and positive words to oneself and others. Avoiding multitasking and giving full attention to one task at a time, was the way to practice. The researcher created moments of stillness and schedule "mindful breaks" to pause and reconnect throughout the sessions to limit distractions. The researcher got students engage in journaling to write about their thoughts, emotions, and experiences to gain clarity and self-awareness. They also practice acceptance and acknowledge their feelings and thoughts without labeling them as good or bad to let go of the need to control every outcome.

They learned to do extra activities before, during and after studying (e.g. making a detailed schedule of their daily activities. They set goals of all the activities they have to complete, and highlighted important concepts and information they found in their readings. They studied at their own pace, to picture in their minds how the tasks and how to process them. They used note-cards to write information they need to remember. They

represented concepts with symbols such as mind maps and drawings to remember them easily. They made a summary of their readings, and sample questions from a topic and answer them. They engaged in group tasks because they help one another, and inquired assistance from a model if having a difficulty. They asked others how their work is before passing it to their tutor. They took note of the improvements on what they do, and asked feedback about their performance from someone else. The researcher praised every good behavior and gave rewards. Accordingly, there was a development in the experimental group mindfulness. To conclude, the current study proved that the neurolinguistic program had a positive effect on developing the EFL discourse competence skills and mindfulness.

10- Conclusion

The study results showed that there is a statistically significant difference between the mean scores of the pre- and post- measurements of the experimental group at (0.05) level, in the Discourse competence Skills test favoring the post-measurement. Correspondingly, there is a statistically significant difference between the mean scores of the control and experimental group in the post measurements of the Discourse competence Skills test favoring the experimental group. This result evidenced that the Neurolinguistic program has a positive effect on the participants' Discourse competence Skills. The participants in the experimental group outperformed the participants in the control group in the Discourse competence Skills post- test results. This means that the Neurolinguistic program contributed to improvement in the students' Discourse competence Skills. Based on the results obtained throughout the current study, it can be concluded that Neurolinguistic program: -

- 1-Enhanced students' Discourse competence Skills.
- 2-Qualified students to use their background knowledge and experiences to make connections.
- 3-Improved the students' ability to judge the texts and express their thoughts.
- 4-Created a supportive, motivating and creative learning environment where students could learn without pressure or tension.
- 5-Considered the individual differences among learners.
6. Provided variety of techniques used in the lessons that were suitable for all ages and reduced students' boredom.

11- Recommendations

In light of the results of the current study, the following recommendations can be given:

- 1-Teachers should pass the responsibility to the students to manage their own learning and to build self-confidence and self-autonomy.
- 2- Neurolinguistic program stimulates creativity and helps students understand ideas at higher levels of thinking.
- 3-The use of Neurolinguistic program in the learning process inspires students to be more cooperative and active during reading.
- 4- Developing activities using Neurolinguistic program for each grade in basic education schools is a good idea that would positively affect the English teaching process in Egypt. Neurolinguistic program is a suitable implementation for Egyptian students (from the beginner level onwards).
- 5 - Neurolinguistic program creates an opportunity for collaboration as students need to work together throughout learning.
- 6- Teachers should be aware of their students' needs and abilities in to include appropriate activities that go in harmony with students' abilities.
- 7-Applying Neurolinguistic program as an alternative to traditional way in teaching Discourse competence Skills because it is proved to be faster and easier.
- 8-Encourage teachers to implement activities that require Neurolinguistic program visualization which activate and motivate students to learn.
- 9-Make training sessions on how to use Neurolinguistic program and build up the in teaching.
- 10- Encourage children to learn more words and use them in a professional way using Neurolinguistic program.

12-Suggestions for further research

The following areas are suggested to further research

1- More researches are needed to provide effective strategies for developing the EFL discourse competence Skills. That is because the area of research is, though important, still under research.

2- It will be of value if other researchers design in-service training programs for EFL teachers to help these teachers develop the Discourse competence Skills among their students.

3- More researches are needed to investigate using Neurolinguistic program in developing the EFL listening, speaking, grammar structures and vocabulary.

4- Future studies may be done to identify the relationship between Neurolinguistic program and other psychological factors such as motivation, self-efficacy, anxiety, creativity and learner's beliefs.

5- More researches are needed to adopt Neurolinguistic program in teaching English as a foreign language for other categories of learners such as students with learning difficulties, visual impairments or hearing impairments.

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