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Investigating Moroccan English Language Teachers' Awareness and Application of NLP Technologies at the University Level

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Abstract

The major aim of this paper is to investigate Moroccan English Language teachers' awareness and application of Neuro-Linguistic Programming (NLP) technologies in the context of English Language Teaching (ELT) in four English departments in Morocco. To meet this end, 45 English language teachers were randomly selected to participate in this work. Our results on teachers' awareness of NLP showed that a considerable number of respondents are not aware and familiar with the term of NLP. Thus (53.3%) of them reported they have heard of the term NLP but they don't not know how to define it; this study also found that only one female teacher out of 45 teachers who is familiar with NLP. Therefore, big number of Moroccan teachers (64.4%) indicated that they have no contact with NLP. However, results analysis on Moroccan English Language teachers' interest on NLP training showed that more than half of the participants (73.3%) are eager to attend such training to increase their knowledge on NLP. Obtained findings on NLP application in ELT practice revealed that majority of the participants of this present study do apply certain NLP technologies in their teaching process despite the fact that they are not aware of it. Taken together, our results of teachers' demographics and NLP factors showed no significant correlation between age, teaching experience, degree, place of work and the use of NLP. More researches are needed on the effect of NLP on enhancing academic achievement of undergraduate students of the English department.
Keywords: NLP, awareness, application, ELT, English department

1. Introduction:

Despite the fact that English teachers and lectures at universities use a variety of instructional approaches and techniques to improve and achieve excellence in language learning, according [1] they still do not know how to comprehend what is thought to their learners, simply because they are engaged in the process of presenting the components of English rather than focusing on ways to effectively facilitate the learning process of their learners. In Morocco, for instance, English language would usually take years of secondary, high school and college studies with "memorizing and learning by rote, and with very unsatisfactory results if any at best" [2]. (p.80). On June 28, 2017, the head of the English department of Meknes announced that the number of Semester 2 (S2) students who 'validated' the exam during the ordinary session of the academic year 2016-2017 is 78 out of 2134. Given these concerns, the major aim of this paper is to investigate Moroccan English language teachers' awareness and application of NLP technologies in their teaching process in the context of the department of English.

2. Review of Literature:

Very recently, NLP has attracted a considerable attention in the field of Education in general and language education in particular. [3] defined NLP as "an approach to language teaching which is claimed to help achieve excellence in learner's

performance" (p.28). For the purpose of this study, NLP flexibility, anchoring, individual differences, elicitation cognitive and emotional boosters, modeling, rapport building and leading factors are discussed in relation to English language teaching at the university level. In their study, [4] found that anchor is useful tool that can be used in second language teaching as well as in other type of circumstance. Both authors explained that by establishing an anchor (visual, auditory, and Kinesthetic), the instructor can change any unwanted feelings such as fear, anxiety, and some phobias into more resourceful states such as relaxation, enthusiasm, school attitude, and self-esteem. Elicitation is another NLP technique that is used recently in English language Teaching. Its aim is to facilitate the learning process of English learners and making it more enjoyable. Modeling is one of the seeds that gave birth to everything that now makes NLP what it is. [5] explored whether NLP modelling works in essay writing; the findings from [5] revealed that the frame work was effective in developing students essay writing skills in United Kingdom. Individual difference is one of the core strategies used by NLP for recognizing individual differences in learners. Recent research studies on learning styles have made a strong claim that students can achieve better academic results when their preferred learning styles are congruent with teaching style. [6] claimed that rapport building is considered to be "one of the most important ways used to create a solid relationship between teachers and students" (p.472). [7] concluded that "the best teachers are those who establish rapport, and enter into the world of the learner, and so make it easier for the learner to enter into a great understanding of their subject or skill. They get on well with their students and the good relationship makes the task easier." (p.21). An emotional and cognitive booster for [8] is about "to bring an emotional environment to evoke the learners' engagement" (p.24). For the concept of Leading, [7] defined it as "How the information reaches conscious mind" (p.33). Flexibility for [9] means doing things differently if what you are doing is not working.

Research questions:

- **RQ 1**: Are Moroccan English Language teachers working in the department of English of School of Arts and Humanities of Meknes, Fes- Saiss, Kenitra and Eljadida aware of NLP technologies?
- **RQ 2**: Do the participants of this study apply certain NLP techniques in their teaching process?
- **RQ 3**: Is there a relationship between teachers' characteristics: age, teaching experience, degree, place of work and the use of NLP?

3. Methodology of research

3.1 Participants:

The participants of this study include N=45 English language teachers working in the department of English of Moulay Ismail, Sidi Mohammed Ben Abdellah, Iben Tofail and Chouaib Dekkali. There were 29 males and 16 females. Their teaching experiences vary from 5 to over 26 years. Their age is between 25 and over 56. They had different PhD degrees: ELT, linguistics, literature, communication and translation.

3.2 Instrument:

An adapted modified questionnaire of [10] was used to measure Moroccan English Language Teachers' awareness and application of NLP technologies in their teaching process. This questionnaire includes three parts; demographic, NLP awareness and NLP in ELT parts. The researchers handed 65 and mailed 110 questionnaires, however, the response rate yielded in N= 45 questionnaires.

3.3 Data analysis:

To answer the three aforementioned research questions the statistical SPSS software version 21 was employed to calculate the collected data. Descriptive statistics were used to answer research question number 1 and 2; paired samples T-test and one- way ANOVA were used to answer research question number 3.

4. Results and Discussion

4.1 Results

4.1.1 Analysis of Research question 1

The first research question (**Are Moroccan English Language Teaching aware of NLP technologies?**) aimed to explore the current status of NLP among Moroccan English language working in the department of English of School of Arts and Humanities, Meknes, Fes-Saiss, Kenitra and Eljadida. The obtained results found that big number of the respondents (53.3%) know little about NLP technologies. (64.4%) of them reported they have no contact with NLP and they have never attend any training or seminar on NLP, however; results analysis on teachers interest on NLP training (73.3%) proved their eagerness and willingness to participate and attend such training, seminars or workshops in order to increase their knowledge on NLP.

4.1.2 Analysis of Research question 2

The second research question (**Do the participants of this study apply certain NLP techniques in their teaching process?**) aimed to explore the extent to which Moroccan English Language teachers apply certain NLP technologies in their teaching process in the context of four English departments in Morocco. Results analysis showed that a considerable number of the participants of this study do apply NLP flexibility (35.6%), modeling (26.7%) anchoring (26.7%), elicitation (71.1%), rapport building (44.4%), individual difference (73.3%), emotional cognitive boosters (55.6%) and leading (66.7%) factors in their teaching process despite the fact that they are not aware and familiar with the term NLP.

4.1.3 Analysis of Research question 3

The third research question (**Is there a relationship between teachers' characteristics: age, teaching experience, degree, place of work and the use of NLP?**) aimed to explore the relationship between the dependent variable gender, age, teaching experience, degree and the independent variables the use of NLP by the participants of this work. Data analysis found no significant correlation between age, teaching experience, degree, place of work and the use of NLP. The P- value of dependent variables is not significant at level 005.

4.2 Discussion of Findings

4.2.1 NLP Awareness
Findings on teachers' awareness of NLP showed that a considerable number of respondents are not aware and familiar with the term of NLP. Our findings confirmed the findings of [3], [8], [11] and [12].

4.2.2 NLP in ELT practice
Obtained results from NLP scale showed that large number of Moroccan English Language teachers do apply NLP flexibility, anchoring, individual difference, elicitation, modeling, rapport building, emotional and cognitive boosters and leading factors in their teaching process. Similar finding were reported and confirmed by [3], [4], [5], [6], [8], [9], [13], [14], [15], [16] and [17].

4.2.3 NLP and teachers' characteristics
Data analysis of teachers' demographics and NLP factors showed no significant correlation between age, teaching experience, degree, place of work and the use of NLP. The findings of the current study support those of [8] and [17].

5.   Conclusion
The present study investigated Moroccan English language teachers' awareness and application of certain NLP technologies in the context of the department of Meknes, Fes-sais, Kenitra and Eljadida. Results analysis gathered from the survey questionnaire showed that the participants of this study do apply NLP flexibility, anchoring, individual differences, elicitation cognitive and emotional boosters, modeling, rapport building and leading factors in their teaching process although big number of them reported that they are not aware of NLP technologies. Our results found no significant correlation between age, teaching experience, degree, place of work and the use of NLP. The findings of this study suggest conducting more researches on the effect of NLP application on academic achievement of students of the department of English.

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