

EMPOWERING VOICES: THE IMPACT OF NEUROLINGUISTIC PROGRAMMING ON ENGLISH LANGUAGE MASTERY IN STUDENTS WITH ADHD

MD TARIK

Research Scholar, Department of Education, Central University of Kerala, Tejaswini Hills, Periya, Kerala.
Email: mail-imrubelalam@gmail.com

Dr. MARY VINEETHA THOMAS

Assistant Professor, Department of Education, Central University of Kerala, Tejaswini Hills, Periya, Kerala.
Email: vineethacuk@gmail.com

Abstract

Attention deficit hyperactivity disorder (ADHD) students lack verbal proficiency, as the study by McInnes et al. (2003) shows. This deficit includes issues with articulation, sentence formation, stuttering, reading difficulties, and the capacity to communicate thoughts in writing (as they rely on basic sentences or "safe writing"). Additionally, they have poor cognitive organisation abilities because they frequently forget things, struggle to locate them, and are unable to disengage from outside influences that divert their attention. When writing an exam, they try to finish it as soon as possible, misapprehend the directions, become frustrated, and frequently write down incorrect or no answers. Because of this, they require clear guidelines, schedules, breaks, and assignments planned to promote learning (Roszak, 2009). The findings of Webber and Jenny's (2011) investigation of the educational strategies used with these students were encouraging. Since learning English does not equate to learning chemistry or math, it calls for a unique approach. A relatively new method for learning languages is called neurolinguistic programming (NLP). It is said to be a pseudoscientific communication method that entails analysing and applying techniques used by successful people to accomplish a task. A learner can utilize Neurolinguistic Programming (NLP) as a creative teaching approach to improve English learning to be more engaging, interesting, personal, and skilful (Bandler & Grinder, 1975). The freedom to communicate one's thoughts and feelings and enhance experiences is NLP's goal in English language mastery. Numerous research studies clearly show how various NLP techniques may help English language learners. This study investigates the theoretical foundations of NLP, and like this, NLP could drastically increase the English language learning capacity of ADHD students. The results of numerous NLP research investigations have significantly aided the talks in the paper.

Keywords: Neurolinguistic Programming, English Language Skills, ADHD, Language Learning, Cognitive Development.

INTRODUCTION

English usage in India has expanded significantly across all domains, including speaking, listening, reading, and writing, driven by its status as a global lingua franca and its critical role in education, professional settings, and social interactions (Graddol, 2010). However, students with Attention Deficit Hyperactivity Disorder (ADHD) often face substantial challenges in mastering English despite its importance for academic and future career success (Barkley, 2006). ADHD, a neurodevelopmental disorder characterized by persistent inattention, hyperactivity, and impulsivity, significantly impacts language acquisition and utilization (DSM-5, 2013). For instance, children with ADHD may initially

focus on a spoken instruction or reading task, but their attention often drifts quickly, drawn to more stimulating or distracting stimuli (McInnes et al., 2003). This lack of sustained attention is particularly detrimental in language learning, where focus and consistency are essential. Students with ADHD frequently exhibit hyperactivity during conversations, which can disrupt communication and hinder their ability to engage effectively in language tasks (Miranda et al., 2006). Additionally, they often struggle with reading comprehension, manifesting as difficulties in tracking text, skipping letters or words, confusing similar characters, and misinterpreting the main ideas or details of a passage (Brock & Knapp, 1996). These challenges are compounded in writing, where ADHD students are five times more likely to experience difficulties compared to their neurotypical peers, particularly in organizing thoughts, maintaining coherence, and adhering to grammatical rules (Mayes & Calhoun, 2006). Studies have indicated that language impairment is prevalent among children diagnosed with ADHD, with significant deficits observed in expressive, receptive, and pragmatic language skills, leading to communication difficulties (Korrel et al., 2017; Stanford & Delage, 2020). For example, research by Zenaro et al. (2019) found that children with ADHD demonstrated lower coherence levels in oral narratives compared to their typically developing peers, highlighting the pervasive nature of these challenges.

To address these challenges, Neurolinguistic Programming (NLP) has emerged as a promising alternative therapeutic and educational approach. Developed in the 1970s by Bandler and Grinder, NLP focuses on enhancing self-awareness through attention control, emotional regulation, and sensory awareness (visual, auditory, gustatory, tactile, and kinaesthetic) while fostering meaningful connections between individuals, their environment, and their experiences (Bandler & Grinder, 1975; Tosey & Mathison, 2003). NLP techniques and tools can be utilised in educational environments to analyse student interactions, behaviours, learning outcomes, and teaching effectiveness (Keezhatta & Omar, 2019). By assisting educators in enhancing their teaching environments and fostering supportive, productive interactions, NLP has been shown to improve academic results (Anjomshoaa et al., 2021). Furthermore, NLP emphasises non-verbal communication, such as vocal tone, speech rhythm, gestures, and breathing patterns, which can help students with ADHD better engage in language tasks (Anderson, 1986). Recent advancements in NLP underscore its significance in preparing students for the complexities of the 21st-century information era, particularly in addressing the unique motivational traits of each individual (Espinales & Moreno, 2021). Thus, NLP is crucial for language acquisition and supports learning; additional research is necessary to examine the factors behind its educational success and its ability to help students with ADHD excel in English.

REVIEW OF RELATED LITERATURE

It is commonly known that children and teenagers with ADHD have difficulties in school, particularly in reading, arithmetic, and writing (Barkley, 2006). Written expression assessments on youth with ADHD have revealed that they are underachievers (Barry et al., 2002; Mayes & Calhoun, 2007). Additionally, children and adolescents with ADHD

have twice as many learning challenges with written expression compared to other academic areas (Mayes & Calhoun, 2006). As noted by Re et al. (2007), children with ADHD often face difficulties in text production, particularly in organizing ideas during the planning phase. They also have trouble spelling since they try to think about their ideas and reflect on their spelling simultaneously. This, in turn, frequently puts undue strain on both their working memory and attention systems. In their study, Miranda et al. (2006) found that Deficits in written composition and reading comprehension are indicators of problems with executive functions. Despite having average word-reading skills, children with ADHD have trouble identifying the key concepts in expository texts, according to Brock and Knapp (1996). The reading mode also appears to impact reading comprehension test results since teenagers with tests of quiet reading comprehension and ADHD suffer more frequently (Gelani et al., 2004). ADHD is a challenge for students, which affects not only their academic performance but also that of their teachers and parents, as well as their day-to-day functioning. A study called Prevalence of ADHD in Primary Children in India had 11.32%, which is higher than the global estimate. Children with ADHD have also been proven to have behavioural disorders, poor academic performance, and difficulties with reading and writing (Venkata & Panicker, 2013). According to Richard (2000), instructors are morally obligated to improve their students' talents and potentials in general and their ADHD in particular. These students exhibit high impulsivity, hyperactivity, inattentiveness, short attention spans, short-term memory impairments, and hyperactivity (Marsh et al., 2005).

A review of the relevant literature found that Neuro-Linguistic Programming (NLP), which includes various models and techniques to explain the connection between the mind and language (linguistic), both verbal and non-verbal, and the method of structuring this relationship (programming) to shape the learner's thinking (neuro), has recently been introduced in education (Tosey et al., 2005). A scholarly assessment examining the influence of NLP methodologies in education revealed more favourable outcomes (Carey et al., 2011). The history of NLP from the 1970s is thoroughly described in the essay "A Review on Research Findings on Neuro-Linguistic Programming" by Tomasz Witkowski (2011). The paper provides a thorough overview of the evolution of NLP from the 1970s to 2010. Winch (2005) states that NLP influences English language instruction, as one of its objectives is to allow students the freedom to express their emotions, feelings, and experiences openly rather than focusing solely on acquiring minimal knowledge to pass exams. NLP offers instruments to improve language instruction and answer classroom problems as a new horizon for language teachers and students (Tosey & Mathison, 2003). According to Millroad (2004), teachers' verbal interactions with students learning English as a foreign language (EFL) may be influenced by their use of NLP strategies to create unity. (Millroad, 2004; Helm, 2009). For English teaching and learning, Neuro-Linguistic Programming (NLP), with its significant potential, is seen as an additional method that enhances essential teacher skills. These skills play a vital role in promoting success in the classroom and helping students achieve excellence in their performance (Hedayat, 2020).

Need and Significance

The English language occupies a crucial role in our lives because it is the language that connects us to the global scenario. Teaching English has been highly important in our educational system from kindergarten to the collegiate level. However, despite all these efforts, it can be seen that learners today still struggle with basic English language skills. The minimum proficiency that is expected from them still needs to be achieved. In our classrooms, we have different types of learners, and thus, it becomes essential to cater to the learning problems of all kinds of learners. One such group of learners is ADHD students face greater difficulties than their classmates in achieving success. ADHD symptoms, such as trouble focusing, difficulty staying still, and challenges in impulse control, can hinder their academic performance. Research shows that individuals with ADHD often struggle with linguistic abilities. Studies indicate that ADHD groups have weaknesses in structural language. These impairments extend beyond fundamental linguistic tasks, indicating a broader impact on communicative abilities (Staikova et al., 2013). Thus, while teaching such students, developing particular strategies or methods that cater to their learning needs is essential, and NLP is among them.

Richard Bandler and John Grinder in California, USA, founded NLP for communication, personal growth, and psychotherapy in the 1970's. NLP advocates claim a link between neuro, linguistic, and programming-related brain functions, suggesting to achieve specific life goals. Additionally, the founders assert that the NLP technique may "model" the abilities of outstanding people, making it possible for anyone to learn those abilities. They say that NLP may regularly treat problems, including phobias, sadness, tic disorders, psychosomatic disorders, nearsightedness, allergies, cold symptoms, and learning difficulties in just one session. The benefits of using NLP include curing depression, reducing anxiety and stress, reducing work or exam pressure, goal setting and goal achieving, dealing with fears and phobias, dealing with Past Traumatic Stress Disorder (PTSD), changing a habit, solving relationship problems, replacing or increasing the periphery of one's belief, improving self-confidence and self-esteem, developing leadership skills, conflict resolution and so on. NLP can, therefore, cater to the needs of ADHD students and help them in their learning process.

According to many experts, 43% of students receiving special education assistance have learning difficulties, and since 1977, this percentage has increased annually by around 14%. (Al Zayat, 1998). According to Mohamed (2011), 10% of people globally have attention deficit hyperactivity disorder. The findings clarify the challenges ADHD students have in acquiring English language skills, as well as how to create an NLP that effectively uses ADHD students' unique features to assist them in improving their English language abilities. The study focuses mainly on the writing and reading abilities of ADHD students. It aims to propose recommendations for an NLP framework designed for classrooms with ADHD students, helping teachers follow procedural steps in such settings, making the learning environment fun, and enhancing these students' reading and writing abilities.

Objectives

1. To examine the difficulties faced by ADHD students while learning English language skills.
2. To explore the unique characteristics of NLP that can enhance English language learning among ADHD students.
3. To develop a Neurolinguistic programming framework for ADHD students with reference to English language mastery in reading and writing.
4. To propose a Neurolinguistic Programming model tailored to the needs of ADHD learners.

METHODOLOGY

This study adopts a descriptive research design, relying on secondary data from existing literature on ADHD, NLP, and language learning. The proposed NLP framework is developed based on a synthesis of best practices and techniques from prior research. The framework is intended for use in classroom environments, with a focus on improving reading and writing skills among ADHD students.

Statement of the Problem

"Empowering Voices: The Impact of Neurolinguistic Programming on English Language Mastery in Students with ADHD"

Operational Definitions of Key Terms

Empowering Voices

In this study, "empowering voices" refers to the process of enabling students with ADHD to develop confidence, clarity, and competence in expressing themselves through the English language. This is achieved by improving their reading, writing, and communication skills using Neurolinguistic Programming (NLP) techniques.

Impact

"Impact" refers to the measurable effects or outcomes of implementing Neurolinguistic Programming (NLP) techniques on the English language mastery of ADHD students. This includes improvements in reading comprehension, writing coherence, vocabulary usage, and overall language proficiency, as assessed through pre- and post-intervention evaluations.

Neurolinguistic Programming

The investigator in the present study will develop an NLP using suitable techniques and models for ADHD students. In this research, NLP encompasses a range of methods and frameworks (such as building Rapport, Anchoring, Reframing, Mirroring, Swiss technique, Modeling, Representational Technique and Perceptual Positioning) aimed at boosting

self-awareness, control of attention and sensory perception (visual, auditory, kinesthetic) to enhance language acquisition for ADHD students.

ADHD

Students with ADHD have trouble following directions, exhibiting impatience or daydreaming, and misinterpreting verbal cues, which can lead to unexpected behaviours. Additionally, they struggle to follow and participate in conversations in noisy settings. Not making eye contact, selective listening, pondering a response for an extended period, when listening but not understanding, being perpetually in motion, apparently not listening, finding it tough to play quietly, frequently talking too much, causing interruptions or intrusions, being Easily distracted, unable to complete duties, etc. Within this study, ADHD refers to diagnosed students who struggle with maintaining focus, organizing tasks, and finishing language-related work, including reading and writing activities.

English Language Mastery

It refers to the proficiency and fluency students achieve in using the English language, particularly in reading and writing. In this study, mastery is operationalized as the ability to comprehend written texts, construct coherent sentences, use appropriate grammar and vocabulary, and express ideas clearly in written and verbal forms.

The Recommended Framework

NLP Approach

When introducing new tactics to EFL students, there are five phases to follow:

1. Introduce new techniques to students and emphasise their value.
2. Exemplifying the techniques to demonstrate precisely how the learning process works to students.
3. Creating instructional projects that let students test the new approaches and provide them with written or verbal feedback.
4. Determining the techniques' value from the perspectives of the teacher and the students.
5. Encouraging students to apply the same techniques and abilities in other academic environments.

NLP Techniques

The NLP framework incorporates eight techniques.

Rapport

A vital tactic in NLP is fostering an atmosphere conducive to collaboration and cooperation and enabling both parties to participate fully. According to NLP, adopting effective communication techniques and altering your speech will help you build and strengthen the skill of rapport. Utilising body language is crucial. Teachers and learners

can create more tightly-knit learning groups by concentrating on building rapport. The "therapeutic consequences" of teacher-learner contact include higher sensitivity to knowledge, decreased learner defences, stronger desire, better engagement in classroom activities, and improved learner self-esteem (O'Connor & Seymour, 1993). It is a crucial technique to build a strong bond between instructors and students. This involves mimicking students' postures, mirroring their facial expressions, gestures, and body language, and guiding them toward an alternative symbolic system. The most fantastic time to read a teacher's body language is when they are *Suggesting agreement, Suggesting rejection and Helping students eliminate undesirable behaviours or attitudes.*

Anchoring

This method suits NLP since it gives the kids positive emotions and feelings. These "anchors" help pupils alter how stress, worry, and anxiety symptoms are perceived. Anchors frequently take the form of gestures, acts, or statements. These anchors help nervous, agitated, or frustrated language learners change to a confident or calm frame of mind. Students can automatically forecast and prepare for class material because of the English Language Learning and Instruction anchor.

It establishes a connection between Students' existing knowledge and the same approach being used in new educational tasks. It employs the following three VAK (Visual, Auditory and Kinesthetic) learning styles:

- When telling stories or acting out conversations, teachers should employ a variety of voice tones, coloured markers on the board, and PowerPoint presentations.
- Teachers designate a purpose for the videos students concentrate on while watching as they listen to instructive music or videos.
- During written assignments/group projects, teachers pose a subject that encourages students to express their personal opinions. They then facilitate discussion circles among students in groups and class discussions to either support or change the students' views on the topic.

Application of anchoring procedures:

Defining the goal: Teachers draw students' attention to the reason behind the work they will do.

Designing: The anchor is done by the work that the professors give the students.

Check for effectiveness: Assign them a written or spoken task and gauge the anchor's effectiveness.

Reframing

The reframing technique talks roughly about a person's perception of a changing conversational detail. Many students in English classes use derogatory language. They say, "I cannot even attempt it," or "It might be too confusing." However, at this point,

instructors should reinvent their thinking and boost self-esteem by altering how they view student growth. It aids students with learning difficulties via "Meaning Frame," in which students must focus on customising their responses to the various queries. It might be accomplished by having students reframe a question or assignment they struggled with.

Exaggerate: Drawing students' attention to the question and the issue with the response.

Metaphor: Placing the query in numerous analogous contexts and introducing the answer.

Therapeutic paradox: Focusing on the right response and eliciting it from the students.

Mirroring

To build rapport with someone, NLP Mirroring, an alternative to NLP Matching, entails mirroring their gestures. Think about peering in a mirror. You raise your right hand in response to them lifting their left hand a little. It seeks to identify students' errors, review them again, and determine the correct response. It could be done by using the following methods:

- Correcting students' errors at the end of each session.
- Observing them and their corrections on the board.
- Ask the students the same questions they previously answered incorrectly.
- Examining students' responses and concentrating on the correct proper response.
- Giving students the same homework assignments.

Swish Technique

It is one of the most often used methods for making learning English engaging and worthwhile for the student. The teacher may use this strategy to deal with circumstances outside the student's best interests. The SWISH approach enables practitioners to link specific emotions to difficult situations by combining visualisation and Neurolinguistic Programming. By employing this technique, a student can quickly move from unpleasant experiences, such as failure, difficulties with learning, and writing issues, to creating a system for internal learning (Carson et al., 2013). A teacher should use this Swish in the classroom to observe students and should use the following strategies

- Determining the unpleasant behaviour caused during teaching
- Developing a feeling of happiness through the use of interaction
- Make an environment for ADHD learners to feel happiness over unpleasant behaviour
- Using the Swiss technique to accelerate learning by making them understand the feeling of happiness

Modeling

It provides a clear illustration of the appropriate and preferred behaviour. Learners can become role models for their classmates or teachers by imitating others. Following certain phases in a modelling strategy will help you achieve this:

- Determining a clear goal for the skill that has to be developed.
- Identify effective models for the academic contexts that align with the desired competence.
- Keep an eye on what is being done in the educational setting and attempt to follow suit.
- Attempting to carry out each assignment in precisely the same manner, whether they are working in pairs, groups, or alone.
- Using written and oral exercises to assess learners' replies.

Examples of modelling in the classroom include Teachers pronouncing words, the legible handwriting of teachers and student role-playing.

Representational System

In our minds, representational systems register, archive, and encode information from sight, sound, touch, taste, and smell. Visual, auditory, and kinesthetic representational systems are the five most important (VAK). VAK techniques go beyond merely disseminating information because every student has individuality, ways of learning, and language-learning pathways. As teachers modify their lesson plans, their students' learning styles must be considered. To make learning accessible for those who learn best through their senses, teachers might continue employing the VAK technique. A classroom instructor can use these senses to determine students' thinking by listening and speaking to them.

Teachers' Function in VAK NLP Instruction

- Controlling the three primary learning styles of the students and seamlessly transitioning between them.
- Teachers may help students identify their strengths and weaknesses by giving them ongoing feedback.
- Participating in various tasks and activities with all learners to satisfy their educational needs.
- Monitoring student errors and providing oral and written feedback to correct them.
- Engaging students' ideas through pair and group projects.
- Using role-playing to present students with real-world scenarios and associating (anchoring) the students' existing knowledge.

- The teachers visually and creatively examine, modify, and summarise the subject using mind mapping.
- Display the crucial terms or structures using word cards, posters, or other visual aids. Ask students to use these terms in sentences to help them understand the concepts better.
- Include VAK activities that use various techniques, including brainstorming and role-playing, to jog students' memories and aid in remembering the correct spelling and accurate pronunciation of various words.
- Give a broad overview of what they will study and how it relates to what they already know at the beginning of the lesson.
- Teachers break down a subject into manageable chunks of five to nine elements apiece. Additionally, professors can lecture using the Socratic Method by interrogating students to elicit as much knowledge as possible from what they already know, then use the lesson's remaining material to fill in the gaps.
- Depending on the subject matter of the lesson, a variety of activities—both oral and written—are to be used.

Reflection Technique

The reflection approach seeks to imitate someone else's reasonably and amiably behaving personality using signs and bodily movements, such as attitude, facial expression, hand signals, etc. A successful activity encourages the student to reflect on their learning. Consider a pupil who is uninterested in learning, for instance. Through this reflection technique, it is possible to transform any learning that the student finds unpleasant into an inspiring and upbeat environment. A teacher should make the following approaches to these techniques

- To show that they are aware of the student's clarification, teachers always make an effort to make eye contact with their students by lightly shaking their heads.
- The teachers' primary responsibility in the classroom is to consider the students' points of view to provide them with the motivation they need to focus during classroom sessions and strive for personal growth by refining their behaviours and attitudes.
- The teacher can then offer suggestions to learners, discuss learning challenges, and encourage students to enjoy their classes.

Teachers to teach the lessons using the NLP framework properly; teachers should follow these steps:

- Introducing students to the target language through various planned and ordered assignments.
- Using NLP approaches, teaching students how to complete each activity in pairs, groups, or independently.

- Allowing students to practice the language independently while being guided and observed by the teachers, who keep track of and record their errors.
- Giving students ongoing feedback on their various assignments to help them avoid repeating their mistakes.
- Following each lesson, assign students a written assessment task to see how they felt about the new information.

CONCLUSION

The main element in improving English Language Learning among ADHD kids will be practice in structured planning, monitoring, and evaluation through the technique. The plan will work well in adequately addressing the issues that ADHD children have when learning English. Investigating the potential of neurolinguistic teaching and learning strategies is essential to support many facets of dealing with ADHD kids. The above framework is based on Neurolinguistic Programming and will help learners with ADHD to read and write the English language effectively and proficiently. The teacher plays a central role to implement the NLP framework within classroom teaching and learning. Further studies should investigate the enduring effects of NLP and its wider implementation in academic environments. NLP's ability to assist ADHD students in overcoming language learning obstacles could revolutionize educational achievements and create new avenues for scholastic and career advancement.

References

- 1) American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). American Psychiatric Publishing; Arlington, VA, USA. <https://doi.org/10.1176/appi.books.9780890425596>
- 2) Anderson, B. (1986). Using NLP to achieve change. *Probation J.* 33, 22–23. doi: 10.1177/026455058603300107
- 3) Anjomshoaa, H., Snagui-Moharer, R., & Shirazi, M. (2021). The effectiveness of training based on neuro-linguistic programming and cognitive-behavioral approach on students' anxiety, depression, and stress. *Int. J. Pediatr.* 9, 14856–14866. doi: 10.22038/IJP.2021.57871.4539
- 4) Bandler, R., & Grinder, J. (1975). *The structure of magic I: A book about language and therapy*. Science and Behavior Books.
- 5) Barkley, R. A. (2006). *Attention deficit hyperactivity disorder: A handbook for diagnosis and treatment* (3rd ed.). New York: Guilford Press.
- 6) Barry, T.D., Lyman, R. D., & Klinger, L. G. (2002). Academic underachievement and attention deficit/hyperactivity disorder: The negative impact of symptom severity on school performance. *Journal of School Psychology, 40*(3), 259–283.
- 7) Brock, S. & Knapp, P. (1996). "Reading comprehension abilities of children with attention-deficit/hyperactivity disorder", *Journal of Attention Disorders*, Vol. 1, 173 – 186. <https://doi.org/10.1177/108705479600100305>

- 8) Carey, J., Churches, R., Hutchinson, G., Jones, J., & Tosey, P. (2009). *Neuro-linguistic programming and learning: Teacher case studies on the impact of NLP in education* (J. W. Burnham, Foreword). CfBT Education Trust. <https://files.eric.ed.gov/fulltext/ED508368.pdf>
- 9) Chiswick, B. R., & Miller, P. W. (1998). Language skill definition: A study of legalized aliens. *International Migration Review*, 32(4), 877–900.
- 10) Espinales, A. N. V., and Moreno, J. A. V. (2021). Neuro-linguistic programming in the teaching-learning process of English as a foreign language. *PalArchs J. Archaeol. Egypt Egyptol.* 18, 5566–5576.
- 11) Ghelani, K., Sidhu, R., Jain, U., & Tannock, R. (2004). "Reading comprehension and reading related abilities in adolescents with reading disabilities and attention-deficit/hyperactivity disorder", *Dyslexia*, Vol. 10, 364 - 384.
- 12) Graddol, D. (2010). *English next India: The future of English in India*. British Council.
- 13) Hedayat N., Raissi R., & Asl S.A. (2020) Neuro-linguistic programming and its implications for English Language Learners and teachers. *Theory and Practice in Language Studies*, Vol. 10, No. 9, pp. 1141–1147, September 2020 DOI: <http://dx.doi.org/10.17507/tpls.1009.19>
- 14) Helm, D. J. (2009). Improving English instruction through neuro-linguistic programming. *Education*, 130(1), 110–114. Gale Academic OneFile, Accessed 2 Nov. 2019. Retrieved from <https://go.galegroup.com/ps/anonymous?id=GALE%7CA207643767&sid=googleScholar&v=2.1&it=r&linkaccess=abs&issn=00131172&p=AONE&sw=w>
- 15) Keezhatta, M. S., and Omar, A. (2019). Enhancing reading skills for Saudi secondary school students through mobile assisted language learning (MALL): an experimental study. *Int. J. English Ling.* 9, 437–447. doi: 10.5539/ijel.v9n1p437
- 16) Korrel, H., Mueller, K. L., Silk, T., Anderson, V., & Sciberras, E. (2017). Research Review: Language problems in children with Attention-Deficit Hyperactivity Disorder—a systematic meta-analytic review. *Journal of Child Psychology and Psychiatry*, 58(6), 640–654. <https://doi.org/10.1111/jcpp.12688>
- 17) Marsh, D., Linnilä, M., Ojala, T., Peuraharju, N., Poór, Z., Stevens, A., Wiesemes, R. & Wolff, D. (2005, Jan.). Insights & Innovation. Special Educational Needs in Europe. Teaching Languages to Learners with Special Needs. Jyväskylä yliopisto, Finland: European Commission.
- 18) Mayes, S. D., & Calhoun, S. L. (2006). Frequency of reading, math, and writing disabilities in children with clinical disorders. *Learning and Individual Differences*, 16(2), 145-157. <https://doi.org/10.1016/j.lindif.2005.07.004>
- 19) Mayes, S. D., & Calhoun, S. L. (2007). Learning, attention, writing, and processing speed in typical children and children with ADHD, autism, anxiety, depression, and oppositional defiant disorder. *Child Neuropsychology*, 13(6), 469–493.
- 20) McInnes, A., Humphries, T., Hogg-Johnson, S., & Tannock, R. (2003). Listening comprehension and working memory are impaired in attention-deficit hyperactivity disorder, irrespective of language impairment. *Journal of Abnormal Child Psychology*, 31(4), 427–443. <https://doi.org/10.1023/A:1023895602957>
- 21) Millrood, R. (2004). The Use of NLP in Teachers Classroom Discourse. *ELT Journal*. vol. 1, no. 3, pp. 27-37.
- 22) Miranda, A., Soriano, M., & García, R. (2006). Reading Comprehension and Written Composition problems of children with ADHD: Discussion of Research and Methodological considerations. *Advances in Learning and Behavioral Disabilities*, 19, 237-256. [https://doi.org/10.1016/S0735-004X\(06\)19009-6](https://doi.org/10.1016/S0735-004X(06)19009-6)

- 23) Paredes-Cartes, P., & Moreno-Garcia, I. (2021). Linguistic competences at schools: Comparison of students with attention deficit hyperactivity disorder, specific language impairment, and typical development. *Revista de Pedagogía*, 79(3), 497–513. <https://doi.org/10.22550/REP79-3-2021-04>
- 24) Richard, S. (2000). *Guiding School Improvement with Action Research*. Alexandria: Virginia USA : Association from Supervision and Curriculum Development.
- 25) Re, A. M., Pedron, M., & Cornoldi, C. (2007). Expressive Writing Difficulties in Children Described as Exhibiting ADHD Symptoms. *Journal of Learning Disabilities*, 40(3), 244-255.
- 26) Sajna Beevi, S.; Abilasha, R. & Ilankumaran, M. (2019). Neurolinguistic Factors in English Language Learning: A Cognitive based Study. *International Journal of Recent Technology and Engineering (IJRTE)*. Volume-8, Issue- 1C2
- 27) Staikova, E., Gomes, H., Tartter, V., McCabe, A., & Halperin, J. M. (2013). Pragmatic deficits and social impairment in children with ADHD. *Journal of Child Psychology and Psychiatry*, 54(12), 1275–1283. <https://doi.org/10.1111/jcpp.12082>
- 28) Stanford, E., & Delage, H. (2020). Executive functions and morphosyntax: Distinguishing DLD from ADHD in French-speaking children. *Frontiers in Psychology*, 11, 551824. <https://doi.org/10.3389/fpsyg.2020.551824>
- 29) Tosey, P. & Mathison, J. (2003). Neuro-Linguistic Programming: Its potential for teaching and learning in higher education, paper presented at the European Conference on Educational Research, University of Hamburg. Hamburg, Germany.
- 30) Tosey, P., Mathison, J. & Michelli, D. (2005) . *Mapping transformative learning: The potential of neurolinguistic programming*. *Journal of Transformative Education*. Vol 3. No. 2. pp.140-167.
- 31) Vassiliu, C., Mouzaki, A., Antoniou, F., Ralli, A., Diamanti, V., Papaioannou, S., & Katsos, N. (2023). Development of structural and pragmatic language skills in children with Attention-Deficit/Hyperactivity Disorder. *Communication Disorders Quarterly*, 44(4), 207–218. <https://doi.org/10.1177/15257401221114062>
- 32) Venkata, J. A., & Panicker, A. S. (2013). Prevalence of Attention Deficit Hyperactivity Disorder in primary school children. *Indian journal of psychiatry*, 55(4), 338–342. <https://doi.org/10.4103/0019-5545.120544>
- 33) Winch, S. (2005). *From Frustration to Satisfaction: Using NLP to Improve Self-Expression*. In EA Education Conference. Brisbane, Australia.
- 34) Witkowski, T. (2010). Thirty-five years of research on Neuro-Linguistic Programming. NLP research data base. State of the art or pseudoscientific decoration? *Polish Psychological Bulletin*, 41(2), 58–66. <https://doi.org/10.2478/v10059-010-0008-0>
- 35) Zenaro, M. P., Rossi, N. F., Souza, A. L. D. M. d., & Giacheti, C. M. (2019). Oral narrative structure and coherence of children with attention deficit hyperactivity disorder. *CoDAS*, 31(6), 1–8. <https://doi.org/10.1590/2317-1782/20192018197>