The Effect of Neuro-Linguistic Programming Technique on Enhancing Grammatical Knowledge of Iranian EFL Learners at Intermediate Level

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Abstract
This study investigates the effect of Neuro-linguistic programming approach (NLP) on enhancing grammatical knowledge of Iranian EFL learners at intermediate level with focus on the passive sentences. In order to address this issue, 90 students studying English in Elmi Karbordi University at intermediate level in Tehran participated in the study. The students were randomly divided into two groups; control and experimental groups. To find out the homogeneity of the groups Nelson language proficiency test was administered to both groups. Hence 60 students were chosen as the result of this homogenization. Then all groups received pretest of English grammar proficiency, which was developed by the researcher. Then the experimental group received instruction on English passive sentences using the NLP while the control group were instructed in the traditional explicit tutorials. A paired-sample t test for the experimental group showed that they have significantly improved their knowledge of the English passive sentences. Also the independent-samples test between the experimental and the control group showed significant gain for the experimental group. One can conclude that Neuro-linguistic Programming technique might enable the EFL teacher to teach structure or grammar more efficiently to Iranian EFL learners. As a result we can say that NLP can play a significant role on enhancing the grammatical knowledge of EFL learners at intermediate level.

Key Terms: Neuro-Linguistic Programming, English passive sentences, Iranian EFL learners

Introduction

Neuro-Linguistic Programming (NLP) was developed at the University of California at Santa Cruz in the 1970s. Its founders and principal authors were Richard Bandler, a student of (initially) mathematics and computer science, and John Grinder, a professor of linguistics. McLendon (1989) describes the emergence of NLP between 1972 and 1981 (Tosey and Mathison, 2003).

NLP is used by professional practitioners of many kinds - managers, trainers, sales people, market researchers, counselors, consultants, medics, lawyers and more. There is a need for data establishes the level of activity; however the UK Association for NLP has listed over 50 training organizations. The website of the International NLP Trainers' Association (INLPTA) has listings of trainers in Austria, Denmark, France, Germany, the Netherlands, Sweden, Switzerland and Turkey (and in other countries throughout the world). We know of training courses taking place in Spain and in Italy, and are aware too of written contributions from Germany (Hager 1989, 1990, 1992), Norway (Gresslien and Aasmo, 1982) and Romania (Holdevici, 1990).

The programming part of NLP is concerned with training ourselves to think, speak, and act in new and positive ways in order to release our potential and reach those heights of achievement, which we previously only dreamt of (Richard & Rodgers, 2001).

Neuro-linguistic Programming has been used in language teaching for many years without being noticed. Since NLP was first discovered, many other approaches have emerged from it. Such is the case of some elements of drama, music, and body language that are now integrated in second language teaching worldwide (Bergen & Soper, 1997). NLP with its roots in psychology

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is about the way the brain works and how the brain can be trained for the purpose of self-improvement. It is also related to left-right brain functions, visual-auditory-kinesthetic learning styles, multiple intelligences, and other areas of research that are attempting to identify not only teaching models, but optimum emotional learning states of an individual.

Although very little research on Neuro-linguistic Programming in second language teaching has been conducted, whatever has been accomplished suggests important assertions as to how NLP can make a difference in education, specifically in the acquisition of a second language (Lankton, 1979). This new technique explains how one processes information which comes to us from the outside world. Neuro-linguistic Programming is viewed as a general approach to life, including the study of acquisition of language. During the past ten years, the philosophy has been influential to some degree in English as a second language as taught in England and in Europe in general (Frieden, 1981).

Neuro-linguistic Programming is a collection of techniques, patterns, and strategies for assisting effective communication, personal growth, change, and learning (Blackerby, 1996). NLP was created in the early 1970s in Santa Cruz, California, when John Grinder, and Assistant Professor of Linguistics and Richard Bandler, a psychology student at that time.

As Tosey and Mathison (2003) mentioned, NLP would have the following characteristics in relation of learning:

The teacher-learner relationship is a cybernetic loop, a dynamic process in which meaning is constructed through reciprocal feedback; not a transmission of information from one individual to another, separate, individual.

People act according to the way they understand and represent the world, not according to the way the world ‘is’ (i.e. ‘the map is not the territory’).

The prime interests in NLP are the ways in which people represent the world internally, through sensory imagery (principally visual, auditory and kinesthetic) and language. NLP is particularly interested in the way internal representations are structured, both in themselves (e.g. the location, size, brightness etc. of visual imagery), and dynamically (e.g. as sequences). NLP assumes that the structure of internal representation shows regularities for, and is unique to, each individual.

NLP also assumes that there are systematic relationships between this structuring and that individual's language and behavior. A learner's internal representations and processing are reflected, in various ways, in their language and their external behavior (e.g. non-verbal behavior). (NLP courses train participants to observe and utilize these aspects).

Skills, beliefs and behaviors are all learnt (e.g. skills have corresponding sequences of internal representation, often referred to as ‘strategies’). Learning is a process through which such representations and sequences are acquired and modified.

An individual's capacity to learn is influenced strongly by their neuro-physiological `state' (e.g. a state of curiosity rather than a state of boredom), and by their beliefs about learning and about themselves as learners (rather obviously, beliefs that one is capable of learning and that learning is worthwhile and fun are considered more useful than their opposites). Such states and beliefs are also learnt and susceptible to change.

Such modification happens through communication between teacher and learner, which takes place through verbal and non-verbal channels, both consciously and unconsciously. The functioning of which human beings are conscious, and which can be controlled consciously, represents only a small proportion of total functioning.
All communication potentially influences learning. Crucially, teachers' language and behavior influence learners on at least two levels simultaneously; both their understanding of the topic in question (e.g. the dynamic structure of their internal representations), and their beliefs about the world, including learning.

It follows that awareness of choice about one's own language patterns and behavior as a teacher, and sensitivity to and curiosity about their influence on and interaction with learner's internal representations, are crucial to effective teaching and learning.

Since NLP is a theory of excellence, Bandler and Grinder (1982) started looking for the difference that makes the difference between people who are excellent in their achievements and those who have not yet achieved excellence. It involves discovering and then modeling (coping exactly) everything that 'excellent' people do. The ways they behave and the ways they perceive and interpret the world.

The purpose of this study is to investigate the effectiveness of Neuro-linguistic programing approach on enhancing grammatical knowledge of Iranian EFL learners at intermediate level with emphasis on the passive sentences. The main question addressed in this study is: Does teaching of English passive sentences using Neuro-linguistic Programming technique have any effect on enhancing EFL Learners' grammatical knowledge of such sentences at intermediate level?

**Literature Review**

Several educators have addressed the question of teaching techniques that would cooperate with the students’ most highly valued channel (Swain, 1985; Rinvolucrì and Baker, 2006). Hill (1973, as cited in Bandler and Grinder, 1982) can be regarded as a pioneer in assessing the mode of behavior an individual uses when searching for meaning. He reported that the individual’s ability to process information through sensory channels. He found that the most important sensory channels are the visual, auditory and kinesthetic. Most adults are able to function in all three modalities because of cognitive maturity.

An exploratory study done by Jensen (1995) concluded that teachers also have preferences and tend to teach according to their own personal styles, cognitive styles, learning preferences and modality strengths. He pointed out that the learner may not have the same preferences leading to the ineffectiveness of learning. Further, as Van Hoosier et al. (ibid) believes, assessing the individual’s learning styles, modality strength, cognitive styles, and learning preferences can be some useful guides to teaching actions.

Visualization is a primordial factor within NLP. However, this decisive acquisition is used very little in formal education circumstance. Michel Grinder (1991) utilizes this technique in the educational arena and bases his visualization activities on the Visual-Auditory-Kinesthetic organization within Neuro-linguistic plan. He continues to explain that this is the key for students to graduate from heights schooling and seek higher education. In other words, he indicates that the key to academic success of high school students depends upon their power to visualize, which is, shuffling pictures with the mind’s eye.

Research conducted by Eccles (1994) in Japan supported this thought. He discovered that people who created pictures in their mind while indication a book had the least difficulty when asked to remember the narration. He also found that it was easy to boost recall in other students simply by reminding them to visualize while reading. McCarthy (1991) claims that the largest percentages of students are predominantly right-brained and that visual image problem is

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probable widespread. He finally proposes that this problem lies on the inability for students to see content; therefore, it must be taught to them.

Traditional ways such as Audio-lingual, Grammar Translation, Communicative Language Teaching, and Focus on Form made significant stocks to second language teaching and learning. They also gave birth to new and effective teaching strategies. Neuro-linguistic Programming (NLP) is one of those new approaches. It is a new technique that although not considered as a teaching approach, it is nowadays promising effective learning outcomes in the SLA field. The debate over the different teaching approaches in second language teaching has played a major role in the field of second language learning. For many linguists and researchers, this issue is still not fully resolved while new approaches have emerged throughout time.

At the beginning of the 1970’s, involvement in teaching of English language became more and more, geared toward cultural and social background. As a result, there has been a change from grammar translation and audio-linguistic scientist method acting to the research of Communicative Language Pedagogy (Savignon, 2001).

Traditionally, grammar teachers emphasized that grammar translation was a very effective method to learn a second language (Celce-Murcia, 1991). That is, learners just focused on grammar drills and displacement from English to their indigene languages. Grammar translation was the most popular method of foreign-language teaching in Europe and America from the mid-nineteenth to the mid-twentieth century (Richard-Amato, 1998). This method still exists in many countries around the world. The purpose behind following this method of teaching for teachers was to produce students who could read and write in the target language by teaching rules and applications. Typical grammar-translation lessons were basically readings translated into the first language followed by the focus rule. Several sentences were juxtaposed to demonstrate how such a rule worked. In this method, learners were expected to produce grammatical error-free translations and directions, and explanations were given in the first language. As a result of this method, oral communication in the target language was very little (Green, 1974).

Audio-linguist was a new method that was based on behaviorism (Skinner, 2009). It remains in the theory that language is acquired through the process of habit formation and the stimulus-response association. Audio-linguist was developed to replace or enhance grammar translation.

Investigators felt that students were not learning enough realistic whole language. They did not know how to communicate using appropriate social language, gestures or expressions; therefore, they would fail to communicate pragmatic language. Interest in communicative teaching styles was coined in the 1970s. Authentic language use in the classroom for meaning negotiation through real communication engagement became very popular though many grammatical errors were observed and in some instances fossilization would take place (Doughty & Williams, 1998).

Focus on Form is an innovative teaching approach that promises to bridge the gap between Grammar-based and Communicative Language Teaching through the noticing of linguistic elements. Long (1996) indicates that focus on form draws students’ attention to linguistic elements as they arise incidentally in lessons whose focus in on meaning or communication.

Doughty & Williams (1998) see the performance of focus on form in communicative teaching as an effective teaching method but it should not interrupt communication flow among L2 students. Their findings show that it is possible to implement focus on form in content classes supported by feedback. Finally, Doughty and Varela mention that focus on form comprises a set
of steps in which students participate in meaning before attention to linguistic features can be effectively done.

**Method**

**Participants**

In this study about 90 EFL students from Elmi Karbordi University at intermediate level in Tehran were selected. At first the students were selected according to their mean scores of previous term of four classes at the university. So, their mean scores of last semester were important in their selection. The students’ age was between 18 and 22; and the mean age was 20. But the gender of the participants was not considered in this study. For the researcher to make sure that the participants were at the same level of proficiency, Nelson proficiency test were administered to subjects. Then, based on the normal probability curve, those participants whose scores were between -1 and +1 SD were regarded as the main participants of this study. At last there were 60 students with a same level of English language proficiency. Finally, they were randomly divided into two groups; control group and experimental group.

**Instruments**

In this study the researcher utilized the following instruments. First, a 250A Nelson language proficiency test was administered to both groups, to select students from the same level of knowledge. This test was administered to the participants as a standard measure to determine their level of proficiency for providing two groups in the research then all groups received pretest of English grammar proficiency, the third test was a post-test of proficiency in English grammar, which was developed by the researcher.

This test was developed according to the form of the test, the purpose of the test and the population for whom it was intended. Therefore, there were not general questions. The grammar questions were all at the intermediate level. Generally, the tests asked basic questions of English grammar. These tests were developed through English grammar standards, so they could be repeatable over time and the scores were reliable.

**Nelson Proficiency Test**

A 50-item Nelson English Language Proficiency Test was used for ninety students. Then according to this test, students' language proficiency and the scores they had got, they were divided to two groups, first group was named "control group", second group was "experimental group". This multiple-choice test comprised Nelson 250A proficiency test, which includes vocabulary, grammar, and reading comprehension items.

In this test, about grammar, students were required to answer alternative-multiple choice questions on any or all of the following: Grammar of the Simple Sentence, Grammar of Complex-Compound Sentences, Idiomatic Usage (diction and structures), and Writing Mechanics and Spelling. In the reading comprehension part students will be required to read four passages and to answer alternative-multiple choice questions on any or all of the following: Main &-or secondary ideas, Literal and figurative meaning, Explicit and implicit meaning, Writer’s primary intention-attitude-tone, and Organizational structure (paragraph-text). There were two types of vocabulary items in this test. In the first type students were given a sentence followed by four words or phrases. Students were to find the word or phrase that was closest in meaning to...
the underlined word (or words) in the sentence and that could be used in the sentence without changing its meaning greatly. In the other type of item students were given a sentence with one word omitted and a list of four words. Students should find the word which best completes the sentence.

**Homogeneity Process through Nelson Proficiency Test**

The Nelson Proficiency Test was administered to 90 participants. Those students whose Nelson score fell within one standard deviation, 5.37, above and below the mean of 38.61 were selected as homogeneous intermediate participants for this study. Hence 60 students whose score were between 34 and 43 were chosen.

**Pretest and Post-test of English Grammar**

To collect data about the learners’ grammatical knowledge, a test was administered. This test was developed by the researcher; the researcher used British Council online website to develop her test. This test includes 30 multiple-choice questions focusing on checking the participants’ grammatical knowledge of using passive and active sentences in English. The tests were adopted from the book they were studying during the semester. The post-test was exactly the pre-test and contained 30 multiple-choice questions focusing on checking the participants’ grammatical knowledge of using passive and active sentences in English. Post-test was important than the pre-test for the experimental group. In these tests students should know where they have to avoid passive voices and where they were allowed to use them. It was important for the participants to know where passive sentences were acceptable; they should follow these rules: the actor was unknown; the actor was irrelevant, the writer wants to be vague about who was responsible, the writer was talking about a general truth, and the writer wants to emphasize the person or thing acted on.

**Procedure**

The following phases were accomplished in order to verify the hypothesis. First Nelson language proficiency test was administered to the subjects to find out the homogeneity of the groups. However, in order to determine the reliability of the test, it was first piloted on 20 students among the whole subjects; the scores and results showed that the test was a general one and that it could be applied to the whole participants. Then, the test was applied to the main participants. Those whose total score fall one standard deviation above and below the mean of the sample on the test were selected as the target samples. Finally, the selected participants were randomly assigned into one experimental and one control group.

In the next stage, the students in both groups were given a self-made and piloted grammar knowledge pretest, which tests the students’ familiarity with passive sentences in English. This test was developed by the researcher according to the grammar books the students studied. Then, the intervention program was used for experimental group through which grammar was taught by using NLP activities.

The teacher in experimental group used some strategies of NLP such as, VAK (Visual - Auditory - Kinaesthetic) and anchoring. Visual learners are learners who work together in pairs and practice active and passive voice sentence. In this way, addressing visual learners was combined with practicing grammar in an entertaining way.
In the same sense, the following auditory tool was applied for practicing and explaining passive sentences: All the group members close their eyes and the teacher makes a noise, for example, he-she might throw his-her book or tear a paper apart. The students were only concentrating on the noise. When they open their eyes again, the teacher asked them “What was thrown in our class?” and they had to answer using the passive sentence, e.g. “A book was thrown in class”. Learners, however, needed to move and feel something to learn. For example, they could be asked to role-play a statue, or a tree or any other object.

One student started and the other students joined to the role play one by one. When they finished their role-play, they sat down again and started talking about the exercise. One student might ask some questions about using passive sentences and the students should use this structure in their answers.

Another exercise to practice the passive sentences that actually addressed all learner types was to role-play a machine. One student started making a certain movement and noise of a machine. Other students kept joining making different noises and different movements. The other students watched them and talked about their colleagues’ activities: “What was written on the board?” This exercise served the visuals– they can “see” what their colleagues were doing, as well as the kinaesthetics– they can move and play, and the auditory learners– they can make a noise and “hear” which noise their partners were making.

Thus, the teacher could invest more time in preparing other exercises that may be more time consuming, for example the “re-teaching” exercises. The sense of re-teaching was that kinaesthetic learners cannot fully follow the “teaching” process but might need “re-teaching”. The researcher would like to explain this technique by using an example of the passive sentence in the English language and asking questions with “what”: The trainer wrote the following sentence on the blackboard:

The letter was posted yeaterday.

The attention of the learners was drawn to the use of “was” and “posted” in this sentence. An auditory reinforcement was given by explaining orally, a visual reinforcement by using color. The trainer explained what happened when this statement was transformed into a question.

The trainer prepared different colorful cards for each word and punctuation mark and selected one student each word to hold the card.

The students placed themselves in the correct word order and the learners can feel that “was posted” should be there. They had to move around to find the correct word order again. This kind of re-teaching helped the learners in their understanding of the correct formulation of passive sentences.

Regarding the control group in this study, they were taught deductively as a 'top down' approach. It was said about top-down approach that it was essentially the breaking down of a system to gain insight into its compositional sub-systems. In a top-down approach an overview of the system was formulated, specifying but not detailing any first-level subsystems. Each subsystem was then refined in yet greater detail, sometimes in many additional subsystem levels, until the entire specification was reduced to base elements. A top-down model was often specified with the assistance of "black boxes", these make it easier to manipulate. However, black boxes may fail to elucidate elementary mechanisms or be detailed enough to realistically validate the model. It breaks down from there into smaller segments (Hager, 1991).

At the end of the course and treatments, the participants were given another grammar test, serving as the post-test. This test measured the participants’ grammar achievement in both groups through multiple-choice items.

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Data Analysis

The data in this study consists of three sets of scores which were obtained from administering three types of tests, a language proficiency test pilot group, and English grammar proficiency for both pretests and posttest. After collecting the data, the following procedure was used to analyze the data: the mean and standard deviation of the participants’ scores estimated in order to make a homogenized sample of the participants whose scores were one standard deviation above and below the mean. The items of the test analyzed through item analysis and the reliability of the test was estimated through K-21. In addition, in order to see whether there was any significant difference between control and experimental group, after the treatments, independent and paired sample t-test was utilized for analyzing data.

Results and Discussion

Pre and Post tests

These tests include 30 multiple-choice questions focusing on checking the participants’ grammatical knowledge of using passive and active sentences in English. The tests were adopted from the book they are studying during the semester. To do so, first the descriptive statistics for participants’ performances on grammatical knowledge pretest in the two groups were calculated. Table 4.3. manifests the related descriptive statistics.

Table 4.3. Descriptive Statistics for Control and experimental Groups’ grammatical knowledge on Pretest

<table>
<thead>
<tr>
<th>Source</th>
<th>N</th>
<th>Mean</th>
<th>Min.</th>
<th>Max.</th>
<th>Median</th>
<th>Mode</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control</td>
<td>20</td>
<td>15.00</td>
<td>6</td>
<td>23</td>
<td>15.50</td>
<td>18</td>
<td>4.542</td>
</tr>
<tr>
<td>experimental</td>
<td>20</td>
<td>14.35</td>
<td>5</td>
<td>22</td>
<td>15.00</td>
<td>9</td>
<td>4.966</td>
</tr>
</tbody>
</table>

As obvious in Table 4.3., the average mean score of control was 15.00 with the standard deviation of 4.54; the mean score of experimental group turned out to be 14.35 with the standard deviation of 4.96. The mean grammatical knowledge pretests of the two groups are not far from each other implying that they are at the same level of language proficiency.

In order to compare the mean score of the control and experimental groups on grammar posttest were compared, first the participants’ performances on grammar posttest in the two groups were assessed. The related descriptive statistics are demonstrated in Table 4.4 below.

Table 4.4. Descriptive Statistics for Control and experimental Groups’ grammar on Posttest

<table>
<thead>
<tr>
<th>Source</th>
<th>N</th>
<th>Min.</th>
<th>Max.</th>
<th>Mean</th>
<th>Median</th>
<th>Mode</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control</td>
<td>20</td>
<td>16</td>
<td>34</td>
<td>24.70</td>
<td>25.50</td>
<td>26</td>
<td>5.100</td>
</tr>
<tr>
<td>experimental</td>
<td>20</td>
<td>23</td>
<td>39</td>
<td>32.75</td>
<td>33.00</td>
<td>32</td>
<td>4.216</td>
</tr>
</tbody>
</table>

Table 4.4. above illustrates that, the average mean score of control group was 24.70 with the standard deviation of 5.10, on the other hand, but the average mean score of experimental group was 32.75 with the standard deviation of 4.21. In fact, the mean grammar posttests of the two groups are far from each other even though the standard deviations of them are not very different from each other.
The scores were calculated by t-test; according to Table 4.4., the results of paired sample t-test with a significant difference from pre-test of control group to post-test of control group, in which ‘t’ value is 2.491 and P-value is .020(<.05).

Table 4.5 shows paired sample statistics as mean, Std. deviation and std. Error mean. Mean of post-test of control group. It shows that the t value of control group in the pretest and posttest was 2.491.

Table 4.5. Paired sample test for pre- and post-test

<table>
<thead>
<tr>
<th>Mean</th>
<th>std. deviation</th>
<th>std. Error Mean</th>
<th>T</th>
<th>d.f</th>
<th>sign (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre/post control</td>
<td>-.920</td>
<td>1.847</td>
<td>-2.491</td>
<td>24</td>
<td>.020</td>
</tr>
</tbody>
</table>

Table 4.6. Paired Samples Statistics

<table>
<thead>
<tr>
<th>Pair</th>
<th>Pre-control</th>
<th>Post-control</th>
<th>Mean</th>
<th>N</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>17.44</td>
<td>18.36</td>
<td>25</td>
<td>4.950</td>
<td>.990</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>25</td>
<td>4.725</td>
<td>.945</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As obvious in Table 4.6., mean of post-test of control group is 18.36 and pre-test of control group is 17.44; that mean of presets is less than posttest. It may say that according to this result, the control group also performed better in the second test. The correlations of the paired sample have been cleared. It is shown in the below table.

Table 4.7. Paired Samples Correlations

<table>
<thead>
<tr>
<th>Pair</th>
<th>Pre-control &amp; post-control</th>
<th>N</th>
<th>Correlation</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>25</td>
<td>.928</td>
<td>.000</td>
<td></td>
</tr>
</tbody>
</table>

According to this table it can say that there is relation between the pair of pretest and posttest of the control group; although the control group had never given any treatment and- or classes.

Figure 4.3. below illustrates that, the average mean score of control group was 450 with the standard deviation of 4.950. In fact, the mean of pre-test of control group is less than the mean of post-test of control group.
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Figure 4.3. Average mean score of control group
According to Table 4.8., paired sample ‘t’ test revealed a significant difference from pre-test of experimental group to post-test of experimental group. In this sample ‘t’ value is 2.753 and P- value is .011(<.05).

Table 4.8. Paired sample test for pre- and post-experimental group using visual

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>std. deviation</th>
<th>std. Error Mean</th>
<th>T</th>
<th>d.f</th>
<th>sign (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-&amp;post</td>
<td>-.2400</td>
<td>.43589</td>
<td>.08718</td>
<td>-2.753</td>
<td>24</td>
<td>.011</td>
</tr>
</tbody>
</table>

(Experimental using visual)

Table 4.9. Paired Samples Statistics

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>N</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pair</td>
<td>Pre-experimental</td>
<td>17.20</td>
<td>25</td>
<td>4.699</td>
</tr>
<tr>
<td>2</td>
<td>Post-experimental-visual</td>
<td>17.4400</td>
<td>25</td>
<td>4.77912</td>
</tr>
</tbody>
</table>

Table 4.9. shows paired sample statistics as mean, Std. deviation and std. Error mean. Mean of pre and post-test of experimental group. It is obvious in this Table that Mean of post-test of experimental group is 17.44 which is more than pre-test of control group that is 17.20. Their correlation is .996.

According to Table 4.10. the correlations of the paired sample has been cleared. It may say that there is relation between the pair of pretest and posttest of the experimental group.
As shown in figure 4.4, pre-test of experimental group was less than post-test of experimental group.

![Pre-test and post-test of experimental group](image)

Table 4.12. Paired Samples Correlations

<table>
<thead>
<tr>
<th>Pair</th>
<th>Pre-experimental &amp; Post-experimental visual</th>
<th>N</th>
<th>Correlation</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Pre-experimental</td>
<td>25</td>
<td>.996</td>
<td>.000</td>
</tr>
</tbody>
</table>

According to Table 4.13, paired sample ‘t’ test revealed a significant difference from pre-experimental group to post-experimental group using Auditory, where ‘t’ value was 4.925 and P-value was .000(<.05). And the correlation is .989.

Table 4.13. Paired sample test for pre- and post-experimental group using Auditory

<table>
<thead>
<tr>
<th>Mean</th>
<th>std. deviation</th>
<th>std. Error Mean</th>
<th>T</th>
<th>d.f</th>
<th>sign (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-&amp;post</td>
<td>-.680</td>
<td>.690</td>
<td>.138</td>
<td>24</td>
<td>.000</td>
</tr>
</tbody>
</table>
Experimental group using Auditory; the results of the correlation is shown in the below table, and it can say that there is relation between the pre and posttest of the experimental using auditory.

**Table 4.14. Paired Samples Correlations**

<table>
<thead>
<tr>
<th>Pair</th>
<th>Pre-experimental &amp; Post-experimental Auditory</th>
<th>N</th>
<th>Correlation</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td></td>
<td>25</td>
<td>.989</td>
<td>.000</td>
</tr>
</tbody>
</table>

As shown in figure 4.5, pre-test and posttest of experimental group is compared to each other and it is obvious that post-test with 428 is less than pretest with 445 of experimental group.

![Comparison between pre- & post-test of experimental group using Auditory](image)

Figure 4.5. *The comparison between pre- & post-test of experimental group using Auditory*

According to Table 4.15 paired sample ‘t’ test revealed a significant difference from pre-experimental group to post-experimental group using Kinesthetic, because ‘t’ value was 3.466 and P-value was .002(<.05).

**Table 4.15. Paired sample test for pre- and post-experimental group using Kinesthetic**

<table>
<thead>
<tr>
<th>Mean</th>
<th>std. deviation</th>
<th>std. Error Mean</th>
<th>T</th>
<th>d.f</th>
<th>sign (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre- &amp; post</td>
<td>-0.400</td>
<td>.577</td>
<td>.115</td>
<td>-3.466</td>
<td>24</td>
</tr>
</tbody>
</table>

Table 4.16 shows Mean of pretest (=17.20) and posttest (=17.60). And Table 4.17 shows the correlation that is .993. According to these two tests it can say that the mean of the posttest is more than the pretest; so it can say that the treatment for the experimental group was useful for them. And that there is relation between the pair tests for the experimental group.
Table 4.16. Paired Samples Statistics

<table>
<thead>
<tr>
<th>Pair</th>
<th>Pre-experimental</th>
<th>Mean</th>
<th>N</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pre-experimental</td>
<td>17.20</td>
<td>25</td>
<td>4.699</td>
<td>.940</td>
</tr>
<tr>
<td></td>
<td>Post-experimental</td>
<td>17.60</td>
<td>25</td>
<td>4.743</td>
<td>.949</td>
</tr>
</tbody>
</table>

Table 4.17. Paired Samples Correlations

<table>
<thead>
<tr>
<th>Pair</th>
<th>Pre-experimental &amp; Post-experimental Kinaesthetic</th>
<th>N</th>
<th>Correlation</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pre-experimental &amp; Post-experimental Kinaesthetic</td>
<td>25</td>
<td>.993</td>
<td>.000</td>
</tr>
</tbody>
</table>

As shown in Figure 4.6, pre-test and posttest of experimental group using Kinaesthetic is compared to each other and it is obvious that post-test with 440 is more than pretest with 430 of experimental group.

According to Table 4.18, generally paired sample ‘t’ test revealed a significant difference from pretest to posttest of experimental by using NLP, where ‘t’ value was 6.766 and P-value was .000(<.05). Degree free was 24.
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Table 4.18. paired sample ‘t’ test and the significant difference from pretest to posttest

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>std. deviation</th>
<th>std. Error Mean</th>
<th>T</th>
<th>d.f</th>
<th>sign (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-&amp;post</td>
<td>-6.320</td>
<td>4.670</td>
<td>.934</td>
<td>-6.766</td>
<td>24</td>
<td>.000</td>
</tr>
</tbody>
</table>

Experimental with using NLP

Table 4.19. shows paired sample statistics as mean, Std. deviation and std. Error mean. Mean of post-test (=23.52) is more than pretest (=17.20). Their correlation is .516, which is shown in Table 4.14.

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>N</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-experimental &amp; Post-experimental with using NLP</td>
<td>17.20</td>
<td>25</td>
<td>4.699</td>
<td>.940</td>
</tr>
<tr>
<td>Post-experimental with using NLP</td>
<td>23.52</td>
<td>25</td>
<td>4.788</td>
<td>.958</td>
</tr>
</tbody>
</table>

According to this table and the mean of the pre and posttest, it may be said that the experimental group after giving the treatment of the NLP was better in the posttest. it may conclude that the NLP had influence on students’ learning.

Table 4.20. Paired Samples Correlations

<table>
<thead>
<tr>
<th>Pair</th>
<th>Pre-experimental &amp; Post-experimental with using NLP</th>
<th>N</th>
<th>Correlation</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>25</td>
<td>.516</td>
<td>.008</td>
</tr>
</tbody>
</table>

As shown in this table, it can say that there is relation between the pair of pre and posttest of the experimental group. As shown in Figure 4.7. pre-test and posttest of experimental group using NLP is compared to each other and it is obvious that post-test with 588 is more than pretest with 430 of experimental group.

The comparison between pre-& posttest of experimental group using NLP

Figure 4.7. The comparison between pre-& posttest of experimental group using NLP
Consequently, one can say that teachers who are using music to create atmosphere and stimulate creativity, or using mime and drama techniques to build confidence and add body language to speech acts are already drawing from the NLP repertoire and taking better results and outcomes. Only recently, however, have classroom activities specifically and overtly based on NLP been developed by ELT practitioners.

Many of these activities also integrate the skills and are extensions or modifications of existing techniques such as storytelling, guided fantasy, role-play and simulation. Areas where NLP can have a real impact, however, are those which explore the relationships between students and between students and teacher, and those which help to create a healthy and positive learning environment.

This study focused on the impact of using NLP at teaching grammar, especially passive sentences. NLP can be used in any level and any class. Other works have done about NLP using in teaching foreign languages. Whether one is a disciple of NLP or not, what is clear is that NLP and ELT are complementary in that NLP learns by observing communication patterns, and ELT learns from what NLP suggests as best practice in improving interpersonal communication and therefore learning. There is nothing in NLP that is contrary to current ELT methodology in terms of communicative language learning and humanistic approaches, while NLP has much to contribute to the already vast repertoire of the informed eclectic.

Conclusions and Implications

It can say that the exploration of a way to utilize Neuro-linguistic Programming technique might enable the EFL teacher to teach structure or grammar more efficiently to Iranian EFL learners. Consequently, it can say that the effectiveness of conversational shadowing on learning grammar through oral interaction among EFL learners in communicative EFL teaching and understand the students’ perceptions of various form-focused activities are clear. It was intended as an exploration of one way to optimally combine communicative, task-based teaching activities and a direct focus-on-forms-oriented activity involving oral repetition while focusing on the use of passive sentences during the interaction and communication between students and teacher.

Many classes have been using NLP techniques as part of lesson. It had worked because some learners found the activity completely different. It is an innovative way of teaching. Teachers know that students need a change of routine once in a while. This is only a means to accomplish the objectives of the course. NLP is a good option if a teacher knows her group. Nevertheless, we have to remember that Neuro-linguistic Programming is not a teaching language method. This is a humanistic training philosophy that includes several techniques. It is related to humanistic principles and communication activities that have been used and proven successfully in language teaching. However, this fact does not mean that we can work with NLP always. Teachers are aware that teaching is a continuous and endless process. It was one way to become the best teachers. In essence, teaching through NLP is a process of (a) creating 'states' that are conducive to learning; and (b) facilitating learners' exploration and-or enhancement of their internal representations;(c) to lead towards the desired goal or outcome of the context.

The first audience for this study is EFL researchers and teachers at Iranian high schools and universities. The curricula at Iranian high schools have been formally prescribed or strongly influenced by the Ministry of Education, and, Ministry of Science, Research and Technology. Thus, most of the teachers do not have wide latitude to design their own EFL courses, yet this study can enrich their knowledge of efficient communicative language teaching approaches and

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provide ideas about how they can adjust their instructional policies. EFL researchers and teachers at universities, on the other hand, tend to have greater flexibility in choosing their teaching techniques and materials than high school teachers and might freely utilize the approaches described in this study or adapt them to their own teaching contexts.

Tosey and Mathison (2003) concluded that the most important implications of NLP in the language classrooms are:

- Gives the students positive massages rather than negative ones.
- Helps the students to believe that they can learn.
- Builds self-esteem in the teacher and in the students as learners; which improve learning.
- With this technique students highlight the words they do understand, instead of words they do not understand.
- Encourages participants to think about their own learning environments and what techniques could work for them.
- Improves classroom behavior and gaining more active pupil engagement, particularly in whole class discussion and individual learning.

Suggestions for Further Studies

In order to extend the findings of this study, the researcher recommends the following:

1. Much empirical research is needed world-wide to further our understanding of the other techniques that can be effective in English language acquisition as a second language.
2. Further investigation is needed to find how NLP can help students to communicate spontaneously in a second language in a school situation.
3. Similar studies are critically needed in other parts of English language as a second language using NLP.

References


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