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The Impact of Neuro Linguistic Programming (NLP) on EFL Learners' Vocabulary Achievement

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Abstract:- The present study was an attempt to investigate the impact of Neuoro-Linguistic Programming (NLP) on EFL learners' vocabulary achievement. To fulfill the purpose of this study, a group of 90 female EFL learners at Parsayan Language Institute, Tehran, Iran, were selected and 60 of them were selected based on convenient non-random sampling then a PET was administered to homogenize their level of proficiency at intermediate level. After homogenizing the sample was divided into two groups as control and experimental with 30 learners in each. Then, all of the participants in both groups took a vocabulary test as a pre-test. With a treatment process of 12 sessions, in the experimental group the teacher taught the vocabularies of the book based on swish pattern as one of neuro linguistic programming techniques. In the control group, vocabularies were taught with dictionary, synonyms and antonyms to understand the meaning of words from passages. On the thirteenth session, the participants of both groups took the vocabulary post-test to measure their achievement of vocabularies. To analyze the data, ANCOVA was run and the results showed that the experimental group outperformed the control group in vocabulary post-test. In other words, neuro linguistic programming had significant impact on EFL learners' vocabulary achievement.

I. INTRODUCTION

In modern world, learning English as an international language is an important issue in people's life, and vocabulary as one of its parts is important because it helps communication. If one cannot make a sentence or tell a word cannot communicate with others. That is Wilkins (1972) informs," without grammar, very little can be conveyed, without vocabulary, nothing can be conveyed" (p111).Based on the importance of vocabulary, we should consider the importance of its achievement and this leads us to find a better way to arrive at a better result in vocabulary learning.According to Douglas (2000), before, a lot of vocabularies were given to students without context and Nation (2004) believe that "vocabulary teaching and learning should not be a random, ad hoc, process, but should be guided by well supported principles" (p28). So it is not enough just to teach different words one after the other and expect students to learn and remember all of them. Now adays there are many methods and different techniques in language teaching but still new methods are found and tested to make learning easier. Neuro linguistic programming (NLP) (Bandler and Grinder (1970)), is a technique that allow people to perceive a small part of the world using their senses, and that this view of the world is filtered by experience, beliefs, values, assumptions, and biological sensory systems that is used in many fields such as business, therapies, education, coaching, and negotiation for getting better results. Neuro linguistic programming is a subjective experience that improves interpersonal communication. Neuro linguistic programming may be practical for all types of learners (auditory, visual, and kinesthetic) by using images, sounds, and feelings. In English classes, there are all types of these leaners which learn in different ways but there is not a single technique which may be helpful for all of them. Because neuro linguistic programming is practical for all types of learners it may be a good technique to be used in English classes. Neuro linguistic programming has different techniques but here I tried to mention swish pattern:**Swishing**: in swish pattern, you destroy a negative stimulus. According to Bandler and Grinder (1985), swish is a process of destroying a pattern of thought from one that leads to an unwanted behavior to one that leads to a desired behavior. This involves visualizing a 'cue' that is part of the unwanted behavior. They state that swish pattern is a very generative pattern that programs the mind and lead it to a new direction. Swish pattern directionalizes the brain and the behavior has a strong tendency to go in the same direction too.

Statement of the Problem

The researcher as a teacher and learner, the same as other learners and teachers, has always problems in learning and memorizing different kinds of words. Learners have limited vocabulary amount to understand a text, lack of knowing a word context or meaning of words cause them to have difficulties in making sentences and communicate. Having problem with learning and using fixed word collocations, phrasal verbs, idioms,

proverbs and regional differences in vocabulary usage is some part of vocabulary learning problem. (Shelby, 2010).

The purpose of the Study

The purpose of the present study is to investigate the significance of neuro linguistic programming as a key factor in learning/teaching process and find out "The Impact of NeuroLinguistic Programming on EFL Learners' Vocabulary Achievement". Another goal is to provide English teachers information about how to teach vocabulary in a better way with a scope of teaching by the help of neuro linguistic programming by considering the real needs and expectations of the learners.

Significance of the Study

According to Edge (1993), "knowing a lot of words in a foreign language is very important. The more words we know, the better our chance of understanding or making ourselves understood" (p27). Vocabulary acquisition is an important part of second language acquisition, important because it concludes all the words we must know to access our background knowledge, express our ideas and communicate effectively.

This study has dealt with neuro linguistic programming as a technique of controlling mind based on feelings which have implication in any field especially in language learning.

Research Question

To fulfill the purpose of the present study, the following research question was addressed:

Does neuro-linguistic programming have any significant impact on EFL learners' vocabulary achievement?

Literature review

In this part some definitions and history about vocabulary and NLP are mentioned in accordance with the study.From the late 1980s, researchers (Laufer, 1986; Meara, 1980, 1984; and Nation, 1997) were interested in vocabulary, especially in second language acquisition.Many authors define the vocabulary in the same way. Nation (2001) suggests that vocabulary knowledge means knowing a word in the spoken form and the spoken form can be recognized and understood in and out of context rather than guessed at.According to Cameron (2001) when it is said someone knows a word, it means that person knows about its form, its meaning, and its use. Knowing the meaning of a word and understanding it are important factors in listening, speaking, reading and writing as Nation (2001) states that readers of a text should know 97% of its vocabularies so they can understand it better. McKeown (2002) and Widdowson (1989) imply that vocabulary knowledge is the central point of a language comprehension and use. So learning vocabulary should be effective as Curtis and Longo (2001) state that providing comprehensible ways for vocabulary teaching by teachers can help students to improve their reading and listening comprehension and speaking fluency. Not all the word are learned in the same way and some of them take more time. Learners with different levels must learn many words with different complexity levels and the words may be learned by different vocabulary learning strategies.

The classification of vocabulary learning strategies consists of: Gu and Johnson's (1996), Schmitt's taxonomy (1997), and Nation's taxonomy (2001). Strategies mentioned may be very practical but still there are many problems in learning different vocabularies and many are trying to find better ways of vocabulary learning. Here I tried to mention a practical and effective way that has to do with mind named NLP that may help many problems and is also used in teaching and learning.Dr. Bandler and Grinder invented the term "Neuro Linguistic Programming" in the 1970s. Bandler (1985) defines neuro linguistic programming as*: "It's an attitude that has to do with curiosity, with wanting to know about things, wanting to be able to influence things, and wanting to be able to influence them in a way that's worthwhile"*(p155). It derived from the works of Satir (1964) named family therapy (as cited in Satir, 1998), work of Ericson (1950) named medical hypnosis as cited in Ericson (1954), and Perls work (1940s) as gestalt therapy as cited in (Perls, 1969). Bandler (1985) described neuro linguistic programming as the study of subjective experience which concerns with the relationship between the ways we think (neuro), how we communicate (linguistics), and our feeling and behavior (programming). Bandler (1985) states that "Most studies of the learning process have been objective. What neuro linguistic programming does is to explore the subjective experience of the processes by which people learn things. Objective studies usually study people who have the problem. Neuro linguistic programming studies the subjective experience of people who have the solution" (p118).Neuro linguistic programming can be understood in three core component terms as subjectivity, consciousness, and learning. According to Bandler and Grinder (1976), people experience the world subjectively; as we create subjective representations of our experiences which are contributed in terms of language and five senses (visual, auditory, tactile, olfactory and gustatory). Second component is Consciousness (Dilts, 1980), that is divided into conscious and unconscious components. The third component is learning, in neuro linguistic programming modeling as method of learning that is said is able to codify and reproduce the person's experience in any domain of activity. In the early 1980s, neuro linguistic programming was advertised as an important advance in psychotherapy and counseling. It

attracted some interest in counseling research and clinical psychology. A large amount of research (Bandler and Grinder, 1975, 1979; Lewis and Pucelik, 1990; Sharpley, 1987) on neuro linguistic programming was done in the early 1980s on a construct called the "Preferred representation system" (PRS) as one of the central tenets of neuro linguistic programming. According to sharply (1987), the preferred representation system, the idea that everyone receives the world through one preferred sensory system- visual, auditory, or kinesthetic-, was the key to understanding neuro linguistic programming.There are many neuro linguistic programming techniques that can be used for different purposes. Casale (2012) classified neuro linguistic programming techniques to: anchoring, pattern interruption, swish, loop break, framing, the Meta model, presuppositions, mirroring, and hypnosis. He defined each of them but here we just mention swish pattern. Casale (2012) defines swish as a very useful technique for replacing an unwanted emotion with a useful one. Swish also known as swish pattern can be used to do a lot of useful things, such as make more fun in going to the gym. Bandler (1985) also defines swish pattern as a generative pattern that can be used for almost anything and programs the mind to go in a new direction.

Previous Studies

The issue of NLP has been the interest of the researchers in the field of language teaching. Many different studies have been carried out to test the impact of NLP on different aspects of teaching.

Many researches (Christopher, 1987; Falzett, 1981; Gumm, Owens, 1977; Sharpley, 1987; Walker & Day, 1982; Weber and Kelley, 1972) as cited in Robbins (2008) were conducted on neuro linguistic programming and its' positive impact on language learning. The majority of research papers and perspectives contain discussions about the use of neuro linguistic programming in classroom practice that result in a positive conclusion. West-Burnham, et.al (2010) as cited in Allan (2013) studied on the effect of neuro linguistic programming on learning of teachers and pupils and showed the positive effect of neurolinguistic programming on their confidence to use neuro linguistic programming in the school environment, thereby continuing the 'multiplier effect'.Another research by Carey, Churches, Hutchinson, Jones and Tosey (2010) is on neuro linguistic programming and learning: teacher case studies on the impact of neuro linguistic programming in education. The research reported on evidence from 24 teacher-led action research case studies and the result showed that all of the case studies had significant impact on teachers' development. It implied that neuro linguistic programming had many positive impacts on pupil learning outcomes and its strategies can be used in schools. Another study conducted by Churches and West-Burnham (2010) is about the implications of *neuro linguistic programming* for personalization and the children's agenda in England with the conclusion that within this theory the students and teachers both had more confidence in the classroom; learners could express their feeling more easily and were more motivated. Learners were able to receive a higher quality of learning.

In Iran, Mousavi (2010) worked on the impact of NLP on orthographic memorization (spelling) and concluded that NLP has a significant impact on spelling. A research done by Pishghadam, Shayesteh, and Shapoori (2011) on validation of anneuro linguistic programming scale and its relation with teacher success in high schools showed that neuro linguistic programming had significant impact on teacher's success. Another research by Pishghadam and Shayesteh on neuro-linguistic programming (NLP) for language teachers: revalidation of anneuro linguistic programming Scale. In their research they revalidated the neuro linguistic programming scale through rasch-rating scale model (RSM) to underscore its importance in language teaching. The 5-category rating scale did not function satisfactorily. Another research done by Khabiri and Farahani (2014) was on the comparative effect of neuro linguistic programming, critical thinking and a combination of both on EFL learner's reading comprehension and vocabulary retention. The result of their study showed that neuro linguistic programming and critical thinking had no significant impact on vocabulary retention but critical thinking skills made a change in the way they think and neuro linguistic programming strategies provided the learners with a different point of view about their experience from the world, and an individual way to achieve their aims.

II. METHODOLOGYPARTICIPANTS

60 participants, as sample, were selected out of 90 based on convenient non-random sampling and were divided into two groups randomly as control and experimental with 30 participants in each. All of the participants were female, at intermediate level and were selected based on PET test. The PET was administered to homogenize the total participants on their level of proficiency. Learners whose score ranged from 70 to 84, at level B1 (Intermediate level of PET) were selected as intermediate level (Appendix B). Their age ranged from 16 to 20 years old. The pilot group with the same characteristics of the samples had 30 participants for piloting the vocabulary pre-test to calculate the reliability. The participants of this study were students of Parsayan language institute located in Tehran.

III. INSTRUMENTATION

Instruments used in this study were preliminary English test (PET), vocabulary pre-test and vocabulary post-test.

Preliminary English Test (PET)

The Cambridge Preliminary English Test (PET) is the second level of the Cambridge exams in English for Speakers of Other Languages (ESOL) which has been developed by the University of Cambridge Local Exam Syndicate (UCLES) since 1943. It is an intermediate level exam which demonstrates the ability to communicate using English for every day purposes (Hawkey&Milanovic, 2013). (Appedix C) This exam is made up of four parts: reading, writing, listening, and speaking. Reading and writing parts consist of eight subparts totally including 42 items and the time to answer this part is 1 hour and 30 minutes. This part has 50% of total marks. Listening part includes four parts with 25 questions and the candidates can answer this part in 35 minutes. This part has 25% of total marks. The last part, speaking, has four parts and is conducted face-to-face with the testee and two testers. Candidates are expected to demonstrate conversation skills by answering and asking questions in 10-12 minutes and this part like listening has 25% of total marks. (Cambridge English, 2014) (Appendix A). Based on Cambridge English (2014), the result of the PET test ranges from 45 to 100. A candidate whose score ranges from 45 to 69 is at CEFR (Common European Framework of Reference for Languages) level A2; one who achieves 70-84 passes level B1; one who gets 85-89 passes with merit at level B1, and one who gets 90-100 passes with distinction at level B2, those who pass B1 are at intermediate level (Appendix B)

Vocabulary Pre-test

A vocabulary test including 30 teacher-made multiple choice items was administered to both control and experimental groups as pre-test. The test was piloted to 30 people with the same characteristics of the target participants to estimate its reliability based on Cronbach's Alpha. The reliability of vocabulary test was .82 ~.83 (Table 4.1). The test was used as post-test then to observe if there was any change after treatment or not (Appendix D).

Vocabulary post-test

Vocabulary post-test was exactly the pre-test which was a collection of reliable vocabulary questions including 30 teacher-made multiple choice items relevant to the course book which was thought during the semester and was administered as pre-test before (Appendix D).

Materials

The material used in this study was Interchange book 2, third edition by Richards, Hull, and Proctor (2005). The book is a four-level series for adult and young-adult learners of English from the beginning to the high-intermediate level. The Interchange Third Edition Workbook has six-page units that follow the same sequence as the Student's Book, recycling and reviewing language from previous units. It provides additional practice in grammar, vocabulary, reading, and writing. The Workbook can be appropriate for in-class work or assigned as homework. This book contains 16 units. Every unit has a topic and each unit includes speaking, grammar, pronunciation/listening, writing/reading, and Interchange Activity. Each unit contains 13 parts of different tasks and for vocabulary there is a part named WORD POWER where new words of each unit are presented. Another material which was used in this study was word skills by Gairns and Redman (2009) which contains 79 units. Each unit has a topic that is related to the topics of the book and contains different tasks.

Procedure

The purpose of this study was to investigate the impact of neuro linguistic programming of EFL learners' vocabulary achievement. On May, 2014, the researcher explained the subject and the purpose of research to the manager of the Parsayan language institute in detail for the permission to conduct research on neuro linguistic programming during the summer semester. First of all, to determine the proficiency level of the participants, the Preliminary English Test (PET) was administered to learners in order to select the homogeneous subjects who were at intermediate level. Then from 90 female participants aged 16 to 20, 60 participants were selected based on non-random sampling and assigned into two groups as control and experimental with 30 learners in each. There was also a group of 30 learners with the same characteristics of the control and experimental groups as pilot group. Next, the teacher-made vocabulary test was administered to the pilot group for calculating its reliability. The reliability of this test was calculated by Cronbach's Alpha which came out to be .82~.83 (Table 4.1). The vocabulary test was administered to both control and experimental groups as pre-test in order to determine the students' knowledge of vocabulary. Then the procedure was done at summer semester including 4 weeks, every week 3 sessions. During the semester which

included 12 sessions each taking 90 minutes, the control group worked on vocabulary like other classes. At every session the teacher took 15 last minutes of the class to teach new words to learners. In control group, the teacher taught vocabularies by asking the students to guess the meaning from passages, to find the meaning of the words from dictionary, to make sentences with new words, to find synonyms and antonyms. Every session the same procedure was followed. First the teacher taught the new words of every lesson to the learners and then exercises of book and word power were done. In experimental group like control group, 15 last minutes of every session were taken to teach the new words of every lesson. Participants of the experimental group of NLP received the treatment swishing including strategy presentation, practice and feedback based on the following stages:

1)Identifying the context
2)Identifying the cue picture
3)Creating outcome picture
4)Swish
5)Test

For example for teaching the word habit, the teachers asked the learners to imagine a smoker's hand with a cigarette moving toward his/her face that is a result of bad habit and asked them to repeat the word habit and bad habit. Then the teachers asked them to imagine a healthy looking person, energetic and fit (desired outcome) which is a result of good habit and asked them to repeat the word habit and good habit. After these exercises the teacher asked the learners to switch the picture of smoker with the healthy person (swish pattern) and repeat the word habit again. For testing that if swishing happened, the teacher asked students to talk about some good and bad habits of themselves and make sentences with the word habit. Here the learners were able to visualize a certain outcome of a special situation and also tried to avoid its bad effect. So anytime they see any image like those they imagined will remember the word they learned. Then after finishing every session the teacher asked the learners to do the exercises and asked them to take 5 minutes at home to close their eyes, to concentrate, to make an image of taught words in their mind, and make sentences to talk about in next session.

Finally, at the end of the semester, the same vocabulary test was administered to both control and experimental groups as post-test. Then the result of pre-test and post-test of both control and experimental groups were compared to see whether there was any significant difference between the students' level of vocabulary knowledge before and after the training program by considering the hypothesis.

Design

The design of this study was Quasi-Experimental because the samples were selected based on convenient non-random sampling, there were two groups as control and experimental. This study was pre-test post-test design. In this study neuro linguistic programming is considered as an independent variable, vocabulary achievement as dependent variable; age, gender and language proficiency are considered as controlled variables.

Statistical analyses

For calculating the reliability of the vocabulary test, Cronbach's alpha was run. To analyze the data collected via the vocabulary pre and post-test, the researcher ran ANCOVA.

IV.RESULTS

Reliability of Vocabulary Test

Table 1*Reliability Statistics*

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.827	.826	30

As the table shows, the vocabulary test showed a rather high reliability.

Analysis of Covariance (ANCOVA)

Before running the ANCOVA, its normality assumptions were checked as follows:

Descriptive Statistics

Table 2 *Descriptive Statistics*

Group		vocabulary pre-test	vocabulary post-test
EXP	Mean	16.23	26.33
	N	30	30
	Std. Deviation	4.166	2.670
CONT	Mean	16.60	17.47
	N	30	30
	Std. Deviation	3.318	3.048
Total	Mean	16.42	21.90
	N	60	60
	Std. Deviation	3.738	5.297

As Table 2 shows, mean scores of the experimental group in the pre-test and post- test have been 16.23 and 26.33 and its standard deviations have been 4.16 and 2.67, while the mean scores of control/ comparison group in the pre-test and post-test have been 16.6 and 17.47 and its standard deviations in the tests have been 3.31 and 3.04. Based on the above results experimental group's performance was much better than that of the control group on vocabulary post-test.

Table 3*One-Sample Kolmogorov-Smirnov Test Showing the Normality of Data Related to Experimental Group*

One-Sample Kolmogorov-Smirnov Test[c]

		vocabulary pre-test	vocabulary post-test
N		30	30
Normal Parameters[a,b]	Mean	16.23	26.33
	Std. Deviation	4.166	2.670
Most Extreme Differences	Absolute	.117	.175
	Positive	.095	.085
	Negative	-.117	-.175
Kolmogorov-Smirnov Z		.641	.961
Asymp. Sig. (2-tailed)		.806	.315

a. Test distribution is Normal.

Table 5 *One-Sample Kolmogorov-Smirnov Test(c) Showing the Normality of the Data Related to Control Group*

		vocabulary pre-test	vocabulary post-test
N		30	30
Normal Parameters[a,b]	Mean	16.60	17.47
	Std. Deviation	3.318	3.048
Most Extreme Differences	Absolute	.119	.151
	Positive	.119	.151
	Negative	-.114	-.093
Kolmogorov-Smirnov Z		.649	.830
Asymp. Sig. (2-tailed)		.793	.497

a. Test distribution is Normal.

Table 5*Tests of Between-Subjects Effects Showing Homogeneity of the Slope of Regression Lines*

Dependent Variable: vocabulary post-test

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	1515.151[a]	3	505.050	201.662	.000
Intercept	344.655	1	344.655	137.617	.000
Group	91.578	1	91.578	36.566	.000
Vocpretst	331.643	1	331.643	132.422	.000
group *vocpretst	4.285	1	4.285	1.711	.196

Error	140.249	56	2.504		
Total	30432.000	60			
Corrected Total	1655.400	59			

a. R Squared = .915 (Adjusted R Squared = .911)

This Table obviously pictures the homogeneity of the slope of regression lines [$F_{(1, 56)}$ =1.711 and P =0.196].This result has also been supported by the following figure:

Figure 1 The Homogeneity of the Slope of Regression Lines

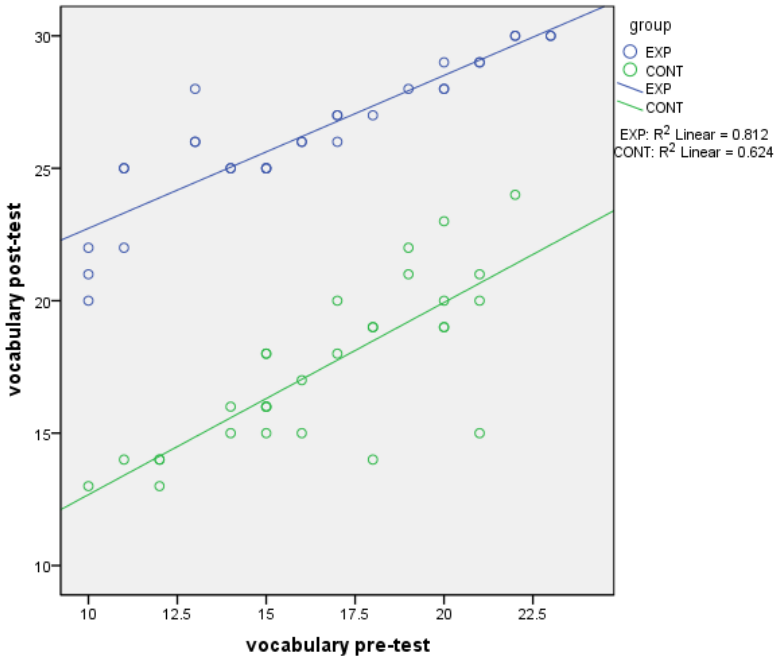

Table 6*Levene's Test of Equality of Error Variances (a)*

Dependent Variable: vocabulary post-test

F	df1	df2	Sig.
3.286	1	58	.075

As the results of Levene's test in the above table shows, two groups have equal variances [$F_{(1, 58)}$ = 3.286, P = 0.075, P > 0.05].

Investigation of Research Hypothesis

After checking the assumptions of ANCOVA, we ran the test to compare the performances of the groups and examine the research hypothesis.

Table 7 *Tests of Between-Subjects Effects*

Dependent Variable: vocabulary post-test

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	1510.866[a]	2	755.433	297.921	.000	.913
Intercept	382.547	1	382.547	150.865	.000	.726
Vocpretst	331.599	1	331.599	130.773	.000	.696
Group	1238.968	1	1238.968	488.613	.000	.896
Error	144.534	57	2.536			
Total	30432.000	60				
Corrected Total	1655.400	59				

a. R Squared = .913 (Adjusted R Squared = .910)

The information presented in Table 8 implies that the effect of independent variable, i.e. neuro linguistic programming is meaningful after removing the effect of covariate or pre-test [$F_{(1,57)}$ = 488.61, P<0.001, Eta= 0.896].This result shows that neuro linguistic programming, as independent variable, was effective and caused better performance in the experimental group in comparison to control group. As the last column (Partial Eta Squared) of Table 8 shows, the effect size has been 0.896, that is, 89.6% percent of the change on the dependent variable (vocabulary achievement) has been due to the effect of the independent variable. So, the research question "Does neuro linguistic programming have any significant impact on EFL learners' vocabulary achievement?" was answered positively and the null hypothesis "Neuro linguistic programming does not have any significant impact on EFL learners' vocabulary achievement." was rejected and neuro linguistic programming has significant impact on EFL learners' vocabulary achievement.

Table 8

Estimated Marginal Means

Group

Dependent Variable: vocabulary post-test

group	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
EXP	26.450[a]	.291	25.867	27.032
CONT	17.350[a]	.291	16.768	17.933

a. Covariates appearing in the model are evaluated at the following values: vocabulary pre-test = 16.42. As the Table 9 shows, the experimental group's estimated marginal mean score is 26.45 and estimated marginal mean score of the control group is 17.35. This difference has also been shown by figure 2 Another point to be mentioned in Table 9 is confidence interval. Since for both groups, the length of confidence interval is short, the treatment has been desirable. In other words, the mean of population may be reported as 25.867< M< 27.032 if compared with the experimental group's mean.

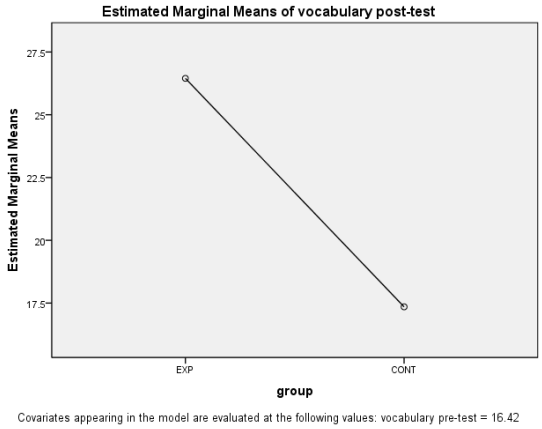

Figure 2. Group's Estimated Marginal Means of Post-Test

V. DISCUSSION

Analyzing the data, it was found that the main effect of the treatment factor (i.e., group or independent variable or neuro linguistic programming strategies) was significant [$F_{(1, 57)}$ = 488.61, P= 0.000, P<0.001] (Table 8), that is, the experimental group which received the swishing pattern as one of neuro linguistic programming techniques outperformed the control group. The effect size has been 0.896. The estimated marginal mean score of the experimental group on vocabulary post-test was 26.45; while that of the control group was 17.35 (See table 9 and figure 4).One explanation may be that neuro linguistic programming helped the learners to program their mind and learn by installation and help learners to improve their interpersonal communication. Neuro linguistic programming may be useful for auditory, visual, and kinesthetic learners with the use of images, sounds, and feelings. Raising awareness of the learners with the help of neuro linguistic programming helps the students to improve their achievement especially in vocabulary. The result of this study is consistent with that of Langer's (1989) study about the impact of anchoring (anchoring technique is the process by which memory recall, state change or other responses become associated with some stimulus, in such

a way that perception of the stimulus (the anchor) leads by reflex to the anchored response occurring) as an neuro linguistic programming technique on two groups of elderly men for writing an autobiography (to discuss the past, etc.) and the result was that the second group who used anchoring dramatically improved on physical health measures such as joint flexibility, vision, and muscle breadth, as well as on IQ tests. They were anchored back to being 50 years old, by the sights and sounds of 1959.This study also verifies the result of the research by Lioselle (1985) which investigated the impact of neuro linguistic programming spelling strategy on memorizing nonsense words and concluded that the difference in memory of the words was 61 percent. Another study done by Yapko (1981) with the subject :The claim that which sensory system you talk in makes a difference to your results with specific clients which was about the neuro linguistic programming model of sensory representational system use. He conducted that subjects achieved greater relaxation when their preferred sensory system was used. Another study consistent with this topic was done in Iran by Pishghadam, Shayesteh, and Shapoory (2011) on validation of a neuro linguistic programming scale and its relationship with teacher success in high schools. They constructed and validated a questionnaire on neuro linguistic programming and examined its relationship with English language teacher's success at high school. Results indicated that there was a significant association between neuro linguistic programming and teacher success.

The result of this study is different from one which is done by Khabiri and Farahani (2014) on the Comparative Effect of Neuro-Linguistic Programming (NLP), Critical Thinking, and a Combination of both on EFL learners' reading comprehension and vocabulary retention. The result of the study showed no significant difference among the tested groups in terms of reading comprehension and vocabulary retention. The application of critical thinking skills led to a change in learner's thinking and neuro linguistic programming strategies provided learners with different viewpoints of their world experience.

VI. CONCLUSION

As the result of data analysis, [$F_{(1, 57)} = 488.61$, $P= 0.000$, $P<0.001$] (Table 8) shows, in this study the experimental group which received the treatment swishing pattern as a neuro linguistic programming technique , had a significant improvement in vocabulary achievement compared with the control group who were not familiarized with the technique. Based on this we can mention that here is a connection between neuro linguistic programming and learners' achievement in more vocabularies and neuro linguistic programming resulted in significant improvements in learners' knowledge of vocabulary.These results show that it will be helpful if both teachers and learners become familiar with neuro linguistic programming techniques in English classrooms for getting better results. Based on the observations of the teacher in the classroom using swishing pattern, helping learners to receive words they learn by using their perception and different view point will result in learning more words and it also helps them to be more comfortable and concentrated in and out of the classroom.

Considering the positive results of the study unlike the null hypothesis mentioned before, swishing pattern as neuro linguistic programming would improve learners' vocabulary amount. It should be noted that teachers should free themselves from traditional ways of teaching and be more creative in using new techniques specially neuro linguistic programming techniques.It may be helpful if teachers become familiar with neuro linguistic programming and its techniques, and materials should be designed in a way that help learners to develop their vocabulary amount by using neuro linguistic programming techniques so they will have less problems in learning more words and will be more interested in learning.

VII. RECOMMENDATION FOR FURTHER STUDY

This research investigated the impact of neuro linguistic programming on EFL learners' vocabulary achievement. One suggestion for further research may be investigating the effect of neuro linguistic programming on other skills or sub-skills like reading or grammar. Another suggestion could be comparing the effect of different neuro linguistic programming strategies such as anchoring or reframing on EFL learners' learning in grammar, reading, etc.A study similar to the present study may be carried out on both male and female learners simultaneously.

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