ASSESSING THE EFFICIENCY OF NEURO-LINGUISTIC PROGRAMMING COACHING ON ENHANCING LEARNING ENGLISH

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ABSTRACT: *NLP is an effective interpersonal communications model that is based on the belief that languages are interconnected with the overall behavioral patterns that are adopted by the power of experience. The aim of the study was to evaluate the efficacy of NLP for language learning and the investigation of the potential role in learning the English Language as well. The use of the primary and secondary sources and the implementation of the Oxford placement test can be used as the pre and posttest on the experimental group. The findings of the study revealed that NLP helps in the provision of the solutions and techniques to the problems and it allows the teachers to develop their own responses to particular problems. The study affirmed that NLP has the major impact on EFL learning and further research is required for the confirmation of the findings of the innovative study.*

KEYWORDS: Neuro-Linguistic Programming, English Language Learning, Coaching Effectiveness, Language Teachers, Classrom

INTRODUCTION

The main purpose of this paper is to provide the detailed overview from the topic of research including the research aims and objectives, the background of the study, the significance of the study and the rationale of the study as well. The section helps in the development of the entire study along with the description of the research topic and the research problem which will help in the further research.

Background of the Study

At the present time, teaching English language skills, as usual, is not enough to keep learners learning while learning sources surrounded them. What they actually need is to be guided to the right path as well as teach them how to be independent learners. Self-learning is not an easy process, it needs specific skills to be done successfully. That is why it is better to be more than just a teacher while being a coach is more practical and effective way to enhance their English language level in addition to their awareness of the required skills for education improvement in general. In fact, NLP has many applications in the field of teaching that can assist teachers by coaching learners (Woolway & Harwood, 2015).

Neuro-linguistic programming (NLP) is an approach to personal development and psychotherapy, developed by John Grinder and Richard Bendler in California in the 1970s. Obtained through experience (programming) and which can be modified to achieve specific goals in life. Bandler and Grinder also argue that NLP techniques can "model" the skills of special people and allow someone to acquire them. They say that NLP meetings can deal with problems such as phobia, depression, tic disorder, psychosomatic illnesses, myopia, allergies, colds and vision disorders.

NLP provides support to the institutions and companies that organize seminars in order to promote the English language among the individuals who are trying to learn the language as

well. NLP is mainly based on the metaphors of the obsolete forms of the brand which are mostly not compatible with the modern neurological theories and contain many factual errors. NLP also have severed methodological shortcomings and there are also more than three quality studies that cannot easily reproduce the special requirements of the NLP coaches. In addition to this, NLP (programming in the language of the nerves) requires more time to teach a language than we know. The teachers who proposed elements of language, music, theater and body learning used NLP twenty years ago. NLP and related topics have their own skeptics, especially in terms of the applicability of the general class and how it can be used as a self-improvement method for commercial marketing. NLP is mostly compatible with the current practices in the classroom and NLP also have its roots in the psychology and neurology and it also provides support to the brain in the way it functions and provides support to the overall processes as well.

Moreover, NLP adds to the overall improvement in the way the English language is taught in most of the areas and it should also include the way by which is taught in the classrooms. In addition to this, it comprises the functions of the left and right functions and the learning styles along with the multiple intelligence and other significant research areas. NLP also aims at the identification of the learning modes along with the recognition of the importance of the individual's learner. The coach also provides support and assistance regarding NLP to the individuals in knowing about the majority of the individuals who tend to learn the English language by them. The individuals facing difficulties regarding the English language can be solved by the development of the strategies that help them in effective strategies development (Smernoff, Mitnik, Kolodner & Lev-ari, 2015).

NLP Techniques

NLP is the broad field of practice and the NLP practitioners can make use of many different techniques includes the following:

Anchoring. The anchoring technique can be used in the promotion of NLP among the teachers and they take the required steps for transforming the triggers into the emotional states of the students.

Rapport. This is another effective technique that can be used by the practitioner into the individuals by aligning the physical behaviors with the response and communication by empathy.

Switch Pattern. NLP techniques that include the changing behavioral patterns or thought to the desired results in case of the required results.

Visual Kinesthetic dissociation (VKD). This technique includes the removal of negative feelings and thoughts that are linked with the past event as well.

NLP has not been subject to the similar standard of the scientific rigor with the increased established therapies including CBT or cognitive behavioral therapy. NLP helps in making use of the techniques that are really helpful in the improvement of the English language that is learned by the individuals (Zaharia, Reiner & Schütz, 2015).

Significance of the Study

The research topic is extremely useful because it helps in the improvement of the learning processes in which the English language is mainly learned by the individuals. It helps in the development of personal tools and courses which focuses on the setting the goals and learning the language in an effective manner. The study is of significant important because NLP helps in understanding the subconscious patterns and expressing the language and feelings and change them with reference. In addition to this, the study is extremely significant because bearing NLP teaches the individuals how to incorporate them into the goals and motivations and how to turn them into a more dynamic lifestyle in learning English. On the other hand, Lashkarian and Sayadian (2015) stated that NLP teaches the individuals how to restore the current beliefs, applying different meanings to the behavior, life situations and new beliefs that are considered by the individuals. NLP offers the possibility of acquiring current and future resources from new or past resources and it allows individuals to have more confidence where it is needed the most. NLP helps the individuals in learning the ways by which English learning issues can be solved along with the development of competence to learn English. NLP helps in the creation of the understanding by the correspondence and minoring at different levels. In addition to this, NLP can help in the development of leadership skills among the individuals especially the coaches who are assigned to allow others in learning the English language. On the other hand, NLP also helps in convincing people to focus on their skills, improve their work at the expense of state power, and ask the right questions at the right time.

NLP has specific methods to teach how to establish and maintain relationships. These strategies include alignment of body language and posture, volume and speed of sound using registers and jargon. Other factors include the distance between the speakers and the visual contact. This can be easily demonstrated in the following exercises. NLP is a form of communication and it is helpful when people communicate, think, and remember, nonverbal signals, eye movement patterns and other unconscious behaviors occur. The knowledge of a person's tacit language can inform them about their way of thinking, which will improve the effectiveness of communication in the company and between customers and potential customers. In addition to this, programming in neuro-language allows the sales team to read the ideas and simply exaggerate them. However, by understanding the physical clues and eye movements of third parties, the individuals who are utilizing NLP can answer the questions. On the other hand, they can also utilize the information that is provided to them in order to meet the psychological needs of the potential customers. Understanding the perceptions of potential customers on the sales experience and their ideas during the sales process facilitates sales completion. NLP seems to have great potential for learning and training. At the level of education and training, there are many possible examples of application. NLP also suggests that there is a systematic connection between this structure and the language and behavior of the individual. The characterization and internal processing of students are reflected in their language and external behavior in different ways. One of the most important NLP includes the senses of the individuals which can be easily utilized in order to learn the English Language with the help of the cooperative coach. The technical term for this term is "intrinsic characterization" (the word "image" does not immediately cause movement effects in the sense of hearing, taste, smell and coding experience).

NLP believes that oral presentations can be a literal proof of people's inner experience. NLP is also useful in the description of the own feelings of the individuals who take steps in order to improve the overall efficacy in the process of learning English. NLP assumes that the person

experiences internal visual images (which may be outside his or her own consciousness). Furthermore, the quality and characteristics of the image are important and are systematically related to other aspects of the person's experience (eg feelings, beliefs, behavior, etc.). NLP adds a model of the system that is distinguished from this image, called "sub module," which is believed to be related to the physiological response of the body and helps in the improvement in learning English language (Lashkarian & Sayadian, 2015).

Research Objectives

Since the researcher applied previously a study on NLP coaching 'The Effect of Neuro-linguistic Programming Coaching on Learning English'. Therefore, the main cause is that there is a need for extended research to be carried to prove to what extent NLP coaching is effective. Moreover, in order to provide the learners with what may help them in their future education as believed to be by the researcher.

Research Question

Few researchers have addressed the question of whether NLP coaching can be efficient in enhancing learning English. As a result, the present paper aims to call into the following question:

- What is the level of assessing the efficiency of NLP for language learning, as evident from the previous studies?

Rationale of the Study

There are a different number of literature that is present which is linked to the importance of NLP skills and the improvement of the English language with the help of it. The already published literature has emphasized enough on the significant of NLP skills on the life of the individuals who are trying to learn English and improve their skills as well. It also helped in the improvement of the quality of education provided to the students when it comes to learning the English language among the majority of the individuals. However, the studies on the ways of the improvement of the English language help in the development of the strategies that provide support to the students in learning the language in an effective manner. This literature will mainly focus on the effective strategies that can be adopted by the coaches of NLP who provides further support to the overall improvement in the ways language is learned. The reason to conduct this study is to know about the ways by which the English language can be improved among the students who are struggling to learn the language.

The paper focused on how the NLP can contribute towards the commercial importance, which can help in the improvement of the processes related to the improvement of English. In addition to this, NLP providers the study will focus on how it helps in increasing the financial interest in the success and the evident is difficult to use. It will also work for the improvement in the overall processes in the organization which is linked with the improvement in the provision of English language to the majority of the individuals. The study will learn about the major aspects that are linked with the identification of the strategies that will help in the improvement of the English language among individuals.

LITERATURE REVIEW

This section aims at the explanation of the studies conducted in determining the impact of NLP in the improvement of the efficacy of the language learning process and it can be used as a new effective tool for both the learners and the language teachers as well.

Trends in NLP

NLP is a modern direction of practical psychology. It was born in the early 70-ies of the twentieth century in the United States. The founders of NLP and their first disciples and followers: John Grinder, Richard Bendler, Leslie Cameron-Bendler, Judith Delozier, Robert Dilts and David Gordon. According to Li (2018), NLP is based on the technique of modeling (copying) verbal and nonverbal behavior of people who have succeeded in any area, and a set of links between the forms of speech, the movement of the eyes and the body and memory. NLP was developed in the 1960s – 1970s by a group of co-authors that soon became popular. Currently, NLP is practiced mainly by training companies, as well as commercial organizations in psychological training for staff. Seitova, Tasbolatova, Kydyrbaeva & Abdykarimova (2016) further stated that NLP produced a large number of popular literature. NLP is sometimes classified as a parascientific direction. Blaskova, Matuska & Rosak-Szyrocka (2015) also specified in his study that there are a number of studies on the effectiveness of NLP with a positive result, but most scientific experiments suggest the ineffectiveness of NLP techniques and the lack of scientific justification.

As mentioned by Zaharia, Reiner & Schütz (2015) in his study that language patterns and body signals collected by expert methods during the observations of several psychotherapists, NLP practitioners believe that our subjective reality determines beliefs, perceptions and behaviors, and therefore it is possible to conduct behavioral changes, transform beliefs and heal injuries. The techniques developed based on observational data were described by their creators as "the study of the structure of subjective experience." These statements are based on the principle that any behavior does not manifest itself randomly, but has a structure that can be understood. Lashkarian & Sayadian (2015) further described in his study that NLP is used in a number of areas: sales, psychotherapy, communication, education, coaching, sports, business management, and interpersonal relationships. Both among practitioners and skeptical people, there is a wide variety of opinions about what should be considered NLP and what should not be considered.

Li (2018) described in his study that the languages formed in the form of systematic sets of actions - behavioral strategies - these findings formed the basis of the emerging science. In this sense, NLP is a system of high-performance tools that help us achieve our goals. Blaskova, Matuska & Rosak-Szyrocka (2015) also explained that the essence of the method reflects its name, which appeared when a large enough baggage of models was accumulated - by the end of the seventies: neuro-linguistic programming. "Neuro" reflects the fact that all psychological processes are associated with our nervous system. The linguistic part of the title demonstrates the importance of speech in ordering and structuring our experience. The word "programming" refers to the relationship and interaction of the neurological and linguistic component of our experience, as well as all life processes. According to Marashi & Abedi (2017), NLP has long gone beyond psychotherapy. It can be used almost everywhere: in business, in politics, in creativity, in medicine, in education, wherever there is a need to achieve any goals. Thus, in this study, we decided to reflect the specifics of using NLP technology in the study of a foreign language.

Lorina, Teodor, Cornelia & Marin (2015) emphasized in his study that the key idea of NLP is that a person's thoughts, movements, and words are part of his perception of the world. By changing your view of the world, a person can improve their state of health and change the way they behave. Ramganesh & Paulraj (2016) further mentioned some techniques are used to change actions for specific goals. NLP teaches that a person can develop good habits on their own - paying more attention to positive behavior and eliminating negative ones. Positive changes come when someone repeats the behavior and thoughts of successful people (method of modeling). The theory also asserts that all the resources necessary to achieve success are in the person himself. Shahmoradi, Nosratinia & Shangarffam (2018) depicted in his study that almost 70% of the communication picks up the subtle nuances of gestures, postures, and other people's expressions. When we say, others feel the rhythm of speech, the tone of voice and the stress. Afif, Ulfatin, Kusmintardjo & Imron (2017) specified in his study that information is as important as the words uttered and Mind and body is a single system. In fact, a person has unlimited potential. Sometimes the simple rejection of limiting beliefs prompts a person to discover vast resources.

According to Woolway & Harwood (2015), the presented research work demonstrated the most effective models that promote the development of a foreign language and foreign language culture. In order to have at least the slightest idea of another completely unfamiliar language, it is quite difficult for a person to switch from one understanding to another. Meta-program "General-specific" is associated with the level of generalization in the style of thinking. Most people start with one thing and then move on to another. Any question is intended to move to the next level of information and change the way that the situation is perceived, in other words, a foreign language, in this case, English is an open system where all its elements are equivalent, but differences in content are observed.

NLP for Language Teachers

As indicated by Afif, Ulfatin, Kusmintardjo & Imron (2017) in his study, NLP is an effective tool that is utilized by the language instructors for the provision of support to the language learning, that is specifically used as the second language learning. Shahmoradi, Nosratinia & Shangarffam (2018) further mentioned that NLP is the effective tools that help the teachers in building and maintaining the good relationship with the students and motivating them throughout the process of learning. NLP is an effective approach in learning and teaching that provides solutions to the classroom related issues and it helps in the improvement of the reading and writing skills of the learners. The learners should have the clear idea of their goals and they should be active in the learning process regarding what they are actually learning. In addition to this, learners should be flexible and they should be willing to adapt to the change in the behavior and get what they want. NLP started with the interest of individuals in how they perform certain tasks and NLP should be used in teaching EFL (English as a foreign language).

According to Zaharia, Reiner & Schütz (2015), the teachers can also make use their own personal experiences for the NLP coaching in order to conceptualize the language for the learners. In addition to this, teachers can also develop the artificial contexts that are used as the part of support in the classroom. Afif, Ulfatin, Kusmintardjo & Imron (2017) indicated in his study that the remarkable aspect is the way NLP techniques allows the teachers to develop the link between what learners see and what they know about their emotional state as well. The techniques in NLP also helps to allow developing the sense of community in which the majority of the students engage actively in different tasks. The students who are on good terms with the teachers are encouraged to learn and know about the material at hand.

Nurutdinova, Perchatkina, Zinatullina & Galeeva (2016) further stated that linking criteria technique is used in NLP and the first step in the technique includes the identification of the highly-values criteria of the students. Li (2018) also stated that every student has different criteria so that the students cannot be motivated in a similar manner. Most of the time the person can be identified by knowing what motivates him and the learnings of NLP helps in linking to the learning goals of the students. NLP techniques include reframing, creating rapport and anchoring that can be applied by both the educators and learners in the language classes for the facilitation of the learning process. In addition to this, these type of techniques can also allow educators in communicating effectively with the students and the promotion of the learning environment that can ultimately lead to the effectiveness in learning.

Impact of NLP on the University Students

According to Lashkarian & Sayadian (2015), NLP has the considerable influence on the life of the university students if they have the potential to improve the quality life of the students. In addition to this, it also helps the students in developing the positive perceptions and ideas regarding the quality of life and it can also provide support to the students in the solutions of the issues that are faced by them in the current life. Moreover, Marashi & Abedi (2017) indicated that the NLP also have an influence on the life of the students and it provides support to the students in the resolution of the psychological issues and it has an impact on the student's attitude in a positive manner. Furthermore, it is an effective tool, it helps in the resolution of the problems and issues, and it fosters the learning and growth of the individuals. The students also utilize the techniques for the development of positive interaction with others and make sure to have effective communication with the people. Ganiron (2017) discussed in his study that students can also use the NLP principles for making better decisions and life choices. NLP can make use of taking better decisions and it can be used by the students for the promotion of communication skills and boosting the process of memory, intelligence and memory. García & Tamayo (2017) emphasized in his study that NLP can also be used by the students as the psychotherapeutic technique for improving the overall performance of the students and making them successful as well.

García & Tamayo (2017) stated in his study that learning a foreign language is an activity that diversifies the development of a student's personality, but only if it is organized in accordance with the requirements of the general theory of systems. Lorina, Teodor, Cornelia & Marin (2015) emphasized that learning a mother tongue occurs in a child at a subconscious level-up to 5 years and ends with the emergence in his mind of the self-developing language system "mother tongue". This requires more than one thousand hours of life in the language environment and communication in this language. Li (2018) also stated that when studying a foreign language, it is a matter of rapidly forming another self-developing system, namely a "foreign language". The law of its formation and the mechanisms of its functioning are invented by nature itself, so it would be more correct to use them in the learning process.

Such a law is the modeling of the brain in the process of speech activity of a new language system and the formation of a system of speech mechanisms but on the material of a foreign language. The language contains several layers (levels) that need to be overcome in order to achieve certain criteria for knowledge of a foreign language.

Importance of NLP in the Classroom

In accordance to the study by Zaharia, Reiner & Schütz (2015), NLP has the major role in the

provision of the classroom instructions to the students and it is an effective approach to be used in the EFL classroom settings and it can also be used for the achievement of the excellent performance. NLP has also been integrated for the instructions of classroom room and it can be used for the discussion of the grammar points and ideas. In addition to this, ideas can also be written on the board and the gestures can also be used in the delivery of these classroom instructions. Lashkarian & Sayadian (2015) also stated that it can also be used for the achievement of the learner performance and this approach is extremely useful in the application of the improvements in the English instruction and it provides the opportunity to the students in the achievement of the potential learning in the classroom. It is an effective approach for the presentation of the instructions in the classroom, makes sure that there are not many students that are left behind in the process of understanding and learning. It makes sure that the equal learning opportunities for the students allow the students to make the curriculum that is comparatively easy to learn.

Furthermore, Smernoff, Mitnik, Kolodner & Lev-ari (2015) also stated that it also guarantees the provision of the basic learning and understanding to the students in the classroom by the improvement of the communication skills of the students and making sure the equality in the learning environment and the process. NLP techniques can be implemented on the daily basis in the classroom that works for the improvement in the learnings of the students. According to Nurutdinova, Perchatkina, Zinatullina & Galeeva (2016), one of the most successful and popular methods of NLP is visualization that can be used in the classroom to let students understand this. Visualization is a process of mental representation of an object, a situation, a person, which activates all the senses of the body. Currently, visualization is the most effective tool for influencing the subconscious mind, since the brain cannot distinguish reality from subliminal reproduction.

According to Woolway & Harwood (2015), the ability to make mistakes, inevitable when learning a language, and using various methods to develop all aspects of language proficiency: speaking, writing texts, listening and reading information. Seitova, Tasbolatova, Kydyrbaeva & Abdykarimova (2016) also explained the method of visualization, in this case, will be effective because of its ease in building certain images or the so-called building of an associative series when memorizing foreign words or whole sentences. After all, in the classroom of the English language, the student passes through a lot of words, phrases, sentences that should remember in a short period of time. Mainly, it is worth revealing this or that association with some way that will help identify the foreign word and its translation.

As indicated by Blaskova, Matuska & Rosak-Szyrocka (2015), visualization is one of the basic methods of increasing the efficiency of information transfer. When learning a foreign language, the ability to "see words with the eyes of the brain" is the key to academic success. This skill can and should be trained. Ramganesh & Paulraj (2016) also specified in his study that thinking activity, which is the interconnection of the sensory, emotional, and logical, rational components of the process of reflecting reality, is realized in the form of concepts, judgments, and inferences and expressed and perceived through language. Sensual, emotional, component is inextricably linked with the process of knowledge of the objective world and is the source of that information about reality, without which abstract, rational thinking is impossible. lorina, Teodor, Cornelia & Marin (2015) also explained in his study that the dynamics of the process of mastering a foreign (English) language among students of technical specialties is linear, which is manifested in the growth of the success of assignments. The cognitive component predominates in the structure of attitudes toward a foreign language, and its change reveals the

correspondence to the dynamics of the process of mastering a foreign language. Anaki, Goldenberg, Rosenfelder & Harif (2016) further stated that the structure of attitudes towards the Russian language is dominated by the emotional and functional aspects, and in the first year students this is primarily an emotional component, and in the second year students, it is functional. Learning especially a foreign language is basically a process of perception and assimilation of the proposed information.

METHODOLOGY

Research Methodology

The present study hypothesis and conceptual framework are extended based on previous research; therefore, both the primary and secondary resources are used. The online test is applied for collecting the participants' results of primary research in order to avoid bias in the participants' responses. The statistical methods of regression and correlation co-efficient analysis were used to reach the findings.

Participants

The sample consists of four classes of science second grade of the Secondary stage (their age 17) in 47 public school for girls in Riyadh in Saudi Arabia. The total number is 81 of female students; all of them has received treatment as experiment group by the researcher as their English language teacher. The language students who have experienced using NLP for learning English will be targeted for the primary research

Instrument

The primary research is conducted by applying English level test as a pretest and a post-test on experiment classes for one term of their school year. This test includes listening, vocabulary, grammar and reading. Since this test concentrates on receptive skills, it helps to identify the influence of the NLP coaching treatment individually as if experiment classes are being more focused on learning English. It has been presented to more than one member of Imam Mohammed bin Saud University who specialized in Linguistics and teaching methods.

Procedure

In this study, basic NLP techniques were applied although two only of them were used individually such as action plan and the GROW model to help them set their own plan, goals and to do list by themselves depending on their pretest results and how they are related to their future goals. Whereas, the other techniques are used as required either individually or as class sessions like building rapport, behaving flexibly, modelling, framing, anchoring and meta model. The aim of using such techniques is to change negative beliefs or difficulties in the learning process and to practice the language. Throughout the term, frequent individual tracking is done to check the learners' progress and whether there is a need for any changes or coaching to be taken.

DATA ANALYSES AND FINDINGS

Reliability Test

Cronbach's alpha is a measure of internal consistency, that is, how closely related a set of items are as a group. It is considered a measure of scale reliability and Cronbach's alpha is not a statistical test – it is a coefficient of reliability (or consistency). The Cronbach alpha coefficients of pre and post tests are 0.918 and 0.936 respectively.

This means that the components of the two tests have relatively high internal consistency and all of the coefficient values are statistically accepted since it is more than the statically permitted rate of 60%. We add also that the Cronbach alpha of total the two tests is 0.845, this value is statistically accepted since is more than the permitted rate of 60%.

There are many statisticians believe that, if a reliability coefficient of 70% or higher is considered acceptable in most social science research situations. In both of the two cases (60% or 70%) Cronbach's alpha values of total two tests are statistically accepted.

The following table shows study variables reliability (The Cronbach Alpha) for pre and post tests as follow:

Table No (1) : Cronbach's Alpha coefficients

The Test	Cronbach's Alpha
Pre Test	*0.918*
Post Test	*0.936*
Total Tests	*0.845*

After applying the Cronbach's Alpha for both of the two tests (pre and posttests), we use the Frequencies, Means and Standard Deviations. Then we use the Paired t-test to resolve the statistical differences in answers of the two tests, the accepted significance level is 0.05 (α= 0.05).

The Main Question: What is the level of assessing the efficiency of NLP on learning English?

The Descriptive Analysis of Pretest components:

The Table No.2 Shows that the recorded remarks for pre test components as follow:

Table No (2) : The Pre Test Components

The Component		Beginner	Elementary	Intermediate	Upper Intermediate	Advanced	Very Advanced	Total
Reading	**N**	45	11	15	9	1	0	81
	%	55.6	13.6	18.5	11.1	1.2	0	100
Vocabulary	**N**	50	13	5	10	3	0	81
	%	61.7	16	6.2	12.3	3.7	0	100
Grammar	**N**	51	15	8	8	1	0	81
	%	63	18.5	9.9	7.4	1.2	0	100
Listening	**N**	34	23	14	10	0	0	81
	%	42	28.4	17.3	12.3	0	0	100
The Average	**%**	**55.557**	**19.125**	**12.975**	**10.775**	**2.033**	**0**	**100**

The last table shows that the beginner student has 55.5% of all students in total test components, and the elementary students have 19.1%. This means that 74.6% of all student in pretest grades are placed between beginner and elementary levels. In details, the last table shows the following:

- The highly frequented group of pre reading test is the beginners, which has 55.6% of total the total students in this section. In this section, there are no very advanced students and, about 69.2% of students within the elementary level and less. The intermediate students have two types, and both of them have 29.6% of total students in pre reading test.

- The highly frequented group of pre vocabulary test is the beginners which have 61.7% of total the students. In this section, there are no any advanced students, and about 77.7% of students within the elementary level and less (elementary and beginner). The intermediate students have two types, and both of them have 18.5% of total students in pre vocabulary test.

- The highly frequented group of pre grammar test is the beginners which have 63% of total the students. In this level, there are no very advanced students, and about 81.5% of students within the elementary level and less (elementary and beginner). The intermediate students have two types, and both of them have 17.3% of total students in pre grammar test.

- The highly frequented group of pre listening test is the beginners which have 42% of total the students in this section. In this section, there are no advanced students (advanced and very advanced), and about 70.4% of students placed within the elementary level and less (elementary and beginner). The intermediate students have two types, and both of them have 29.6% of total students in pre listening test.

The Descriptive Analysis of Post test components:

The Table No.3 shows that the recorded remarks for pretest components as follow:

Table No (3) : The Post Test Components

The Component		Beginner	Elementary	Intermediate	Upper Intermediate	Advanced	Very Advanced	Total
Reading	N	15	17	10	24	15	0	81
	%	18.5	21	12.3	29.6	18.5	0	100
Vocabulary	N	20	11	20	24	6	0	81
	%	24.7	13.6	24.7	29.6	7.4	0	100
Grammar	N	23	15	13	27	3	0	81
	%	28.4	18.5	16	33.3	3.7	0	100
Listening	N	12	15	18	25	11	0	81
	%	14.8	18.5	22.2	30.9	13.6	0	100
The Average	%	18.825	17.9	18.8	30.85	10.8	0	100

The Last able shows that the beginner student has 36.7% of all students in total test components, and the elementary students have 17.9%. This means that 36.7% of all student in post test grades are placed between beginner and elementary levels. In details, the last table shows the following:

- The highly frequented group of post reading test is the beginners which have 18.5% of total the total students in this section. In this section, there are no very advanced students and, about 39.5% of students placed within the elementary level and less. The intermediate students have two types, and both of them have 41.9% of total students in the post reading test.

- The highly frequented group of post vocabulary test is the beginners which have 24.7% of total the students. In this section, there are no any advanced students, and about 38.5% of students within the elementary level and less (elementary and beginner). The intermediate students have two types, and both of them have 54.3% of total students in post vocabulary test.

- The highly frequented group of post grammar test is the beginners which have 28.4% of total the students in this section. In this level, there are no very advanced students, and about 36.9% of students placed within the elementary level and less (elementary and beginner). The intermediate students have two types, and both of them have 39.3% of total students in post grammar test.

- The highly frequented group of post listening test is the beginners which have 14.8% of total the students in this section. In this section, there are no advanced students (advanced and very advanced), and about 33.3% of students placed within the elementary level and less (elementary and beginner). The intermediate students have two types, and both of them have 53.1% of total students in the post listening test.

Table No (4): The Comparison among Pre and Post Tests' Components

The Component		Beginner	Elementary	Intermediate	Upper Intermediate	Advanced	Very Advanced
Reading	Pre	55.6	13.6	18.5	11.1	1.2	0
	Post	18.5	21	12.3	29.6	18.5	0
% Change		**-37.1**	**+7.4**	**-6.2**	**+18.5**	**+17.3**	**0**
Vocabulary	Pre	61.7	16	6.2	12.3	3.7	0
	Post	24.7	13.6	24.7	29.6	7.4	0
% Change		**-37**	**-2.4**	**+18.5**	**+17.3**	**+3.7**	**0**
Grammar	Pre	63	18.5	9.9	7.4	1.2	0
	Post	28.4	18.5	16	33.3	3.7	0
% Change		**-34.6**	**0**	**+6.1**	**+25.9**	**+4.9**	
Listening	Pre	42	28.4	17.3	12.3	0	0
	Post	14.8	18.5	22.2	30.9	13.6	0
% Change		**-27.2**	**+9.9**	**+4.9**	**+18.6**	**+13.6**	

The last table (4) shows that the following:

- There is a redistribution of pre reading test grades towards post test grades. The most decreased category is the beginners which lost 37.1% of their students. The more benefited categories in this test are the upper intermediate and the advanced which increased by 18.5% and 17.3% respectively.

- There is a redistribution of pre vocabulary test grades towards post test grades. The most decreased category is the beginners which lost 37% of their students. The more benefited categories in this section are the intermediate and upper intermediate which increased by 18.5% and 17.3% respectively.

- There is a redistribution of pre grammar test grades towards post test grades. The most decreased category is the beginners which lost 34.6% of their students. The more benefited category in this section is the upper intermediate which increased by 25.9%.

- The most decreased category in the listening section is the beginner's category which lost 27.2% of its students. The more benefited categories in this section are the intermediate and upper intermediate categories which increased by 18.6% and 13.6% respectively.

Mean and Standard Deviation of Pre and Post Test's Components:

Table No (5): The Comparison among Pre and Post Tests' Components

The Component	Pre Test		Post Test	
	Mean	Standard Deviation	Mean	Standard Deviation
Reading	1.8889	1.14018	3.0864	1.41596
Vocabulary	1.8025	1.21881	2.8148	1.30491
Grammar	1.6543	1.01440	2.6543	1.30538
Listening	2	1.04881	3.0988	1.28067
General Average	1.8364	0.99307	2.9136	1.21588

The last table (5) shows the comparison among the mean of grades for pre and post tests' components group, and there is an evidence that the general mean of post test (2.9136) higher than the general mean of pretest components (1.8364). This difference tends to post test and, this refers to NLP. More details, the last table shows that there is an improvement in the mean of all post test components because of NLP.

The main conclusion that there is an improving in the grades of post test sections refers to the activity (NLP) conducted by the researcher in this study (post test). This means also that there are differences between pre and post tests' components.

Test of Hypothesis:

To ensure from the last conclusion, we use the Paired t test to test the following hypothesis:

H0: There are statistically significant differences between the pre and post tests' grades.

H1: There are no statistically significant differences between the pre and post tests' grades.

We use the Paired t test for this hypotheses and to resolve the differences between the pre and post tests' grades, and table no (6) shows the test results:

Table No (6): Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
				95% Confidence Interval of the Difference				
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Pair 1 pre - post	-1.07716-	1.43431	.15937	-1.39431-	-.76001-	-6.759-	80	.000

The result shows that the significance level of the paired t test is (0.00) which is less than 0.05 (statistically accepted rate). That means we can accept the null hypothesis (HO) which says that **there are statistically significant differences between the pre and post tests' grades. These differences refer to the NPL test conducted by the researcher.** In details, to measure the differences in each section separately, we used paired samples test (t test) as follow:

Table No (7): Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 R1 – R2	-1.19753-	1.67645	.18627	-1.56823-	-.82684-	-6.429-	80	.000
Pair 2 V – V2	-1.01235-	1.68444	.18716	-1.38481-	-.63988-	-5.409-	80	.000
Pair 3 G1 – G2	-1.00000-	1.47479	.16387	-1.32610-	-.67390-	-6.103-	80	.000
Pair 4 L 1- L2	-1.09877-	1.52155	.16906	-1.43521-	-.76232-	-6.499-	80	.000

The table (7) shows that the significance level of the paired t test for all section in pre and post tests grades are (0.00) which is less than the statistically permitted rate (0.05). This means that there are statistically significant differences between all sections of pre and post tests. These differences refer to the NPL test conducted by the researcher as we said.

DISCUSSION

This chapter aims at the explanation of the findings and results that were carried out and relevant to the topic as well. The results were obtained by the control and experimental groups that are related to NLP group for the English language learning. The overall efficiency of the concept of NLP in learning English is obtained after conducting the tests. Marashi & Abedi (2017) explained that the linking criteria are one of the most effective techniques that are used in the coaching process in which the students are provided training that is relevant to the topic and it is done with the help of the criteria named as Highly Valued Criteria. The training is provided when the students want to impart with the criteria and it helps in reviewing the literature as well. In addition to this, the findings of the hypothesis that is related to the tests conducted in the study reveal the significant differences between the control and experimental groups in regard to NLP for the English language learning.

The question was asked to the respondents of the study regarding the communication processes and they responded that the answers are normally picked consciously by the individuals living in the society as well. Similarly, Anaki, Goldenberg, Rosenfelder, & Harif (2016) stated in his study that on the non-verbal level and the person consciously picks the nuances of the postures, gestures and the expressions of the people. The individuals feel that there is the significant amount of the communication that is done on the voluntary basis by the individuals.

There were also other questions asked regarding the criteria techniques in NLP and majority of the respondents agreed that it is directly linked with the high criteria of the students. In a similar manner, Lorina, Teodor, Cornelia & Marin (2015) also stated in his study that NLP is the first step in the techniques that includes the recognition of the highly valued criteria of the students. Ramganesh & Paulraj (2016) also agreed in his study that every student has certain criteria so that students can get motivated to perform better and improve their performance as well. There were also NLP techniques that included reframing, and creating rapport of the students by the application of both the learners and educators in the language classes for the facilitation of the

overall learning processes in the Universities and students. Blaskova, Matuska & Rosak-Szyrocka (2015) further stated that the types of techniques also allow the educators in the communication of the message of the students and the promotion of the overall learning environment which will help in the improvement of the efficacy of the learning as well.

The respondents were also asked the question regarding the impact of NLP on the life of the students and how it works for the improvement of the quality life of the individuals. On the other hand, García & Tamayo (2017) also agreed in his study that the use of NLP helps in the improvement of the learning power of the individuals and quality of life and it will also work in the solution of the major problems that are faced by students in their real life. In addition to this, Li (2018) also stated that NLP have the significant impact on the life of the students and it also provides support to the students in resolving the psychological issues. Nurutdinova, Perchatkina, Zinatullina & Galeeva (2016) also stated that NLP influences the attitude of the students in a positive way and it is also used as an effective tool that helps in resolving the issues.

There was another question that was asked in relation to the solution of the problems that are related to NLP. Moreover, it is the part of the effective tools that work for solving the issues that foster the learning and growth of the individuals. Marashi & Abedi (2017) also stated that the students also make use of the techniques for interacting with the students to ensure that there is effective communication with the people. The students can also utilize the NLP principles for taking effective decisions and making better life choices. Other than that, NLP can also utilize the decisions and it can also be utilized by the students for the encouragement of communication skills. NLP can also help in boosting the overall process of intelligence and memory. Marashi & Abedi (2017) also suggested in his study that there are various techniques like the psychotherapeutic technique for the improvement of the student's performance and helping them in the achievement of the goals as well.

Another question was related to the use of the suitable method for the development of language proficiency among the students of the NLP. Anaki, Goldenberg, Rosenfelder & Harif (2016) indicated in his study that the visualization method can be the most suitable one for the development of the images that include the development of associative series. Florida, Teodor, Cornelia & Marin (2015) also stated that visualization is the most suitable method for the promotion of learning the English language in the short span of time. In addition to this, it includes the association of the foreign words with the translation.

There was another question asked regarding the role of NLP in the classroom and the improvement of the efficacy of the students as well. Ramganesh & Paulraj (2016) mentioned in his study that NLP plays an important role in the provision of the instructions of the classroom to the majority of the students and it is also an important tool that is used in the EFL classroom settings. NLP can be used for the effective integration of the classroom instructions and it can be easily utilized for understanding the points and ideas related to grammar. These type of ideas can also be easily written on the board and these ideas can be utilized for the improvement of the performance of the learners. It can also be utilized for the improvement in the learner performance. This approach is also of significant importance in the in making changes in the way English is treated in an effective manner.

The study and the research also conducted the Cronbach's Alpha with the satisfactory results for both the groups including control and experimental groups. The frequencies, standard deviations, and the means were calculated with the help of these results. The application of the

t-test helped in resolving the statistical differences in the major answers of two group and the accepted significance level in the test was 0.05. There were many tests conducted in order to determine the impact of NLP on the performance of the students. There were different results obtained from the tests determining the impact of NLP on the students' performance. Almost 55.6% of the total was regarded as the beginners in this section, there were no advanced students, and almost 69.2% students were present within the elementary level.

The questions answered by the respondents and the results of the tests conducted in the study depicted the influence of NLP on the improved performance of the students. There are cognitive components that help in the predomination of the structure of the attitudes of the individuals towards the foreign language and the change helps in revealing the correspondence of the language as well. In addition to this, NLP has the major impact on the overall performance of the students and it increases the speed of learning English in the organization. .The tests and the study conducted in this section helped in knowing about the impact of NLP on the process of learning English among the majority of the individuals.

On the contrary, it can be concluded that there is the significant improvement in the grades of the control group that is linked with the topic "NLP for English language learning by the researchers in the study as well. There is the difference between the experimental group and the control group as well. NLP can be used to increase the motivation level and making the classroom less demanding for the teachers and the findings of the study can help in the confirmation of the significance of NLP as well.

CONCLUSION AND RECOMMENDATIONS

Hence, this study discussed the topic of incorporation of NLP in the practice of teaching the English language. The topic was mainly selected according to the belief of the researcher that this technique can make use of the significant changes in the learning experience of students. Many previous researchers have depicted that the use of NLP can increase the motivation level of students by asking them to demand less for the teachers. NLP is an effective tool that provides the solutions and techniques to the problems and allows the teachers to provide their own responses to major problems.

The results in the study lead to the continuous progress in the experimental groups mostly because of the subjects. Moreover, the NLP coach is the English teacher of the classes and it can have the major impact on the results of the study. The integration of the NLP technique with the English teaching classes helps in the provision of the results. The study analyzed the major role played by NLP coaching in teaching English that helps in the contribution in improving the overall efficacy of both the learners and instructors as well.

In connection with the progressive development of society in recent years, there has been increasing interest in a foreign language. The desire to study this subject is due to many reasons. One of which is the desire to travel around the world, to enrich their knowledge in communication with representatives of various countries and cultures, and without knowledge of at least one foreign language, it is very difficult to do. English is considered the most popular foreign language spoken by most of the world's population. Therefore, it is not by chance that one of the common languages studied in all educational institutions is precisely English. The relevance of this study is due to the fact that always the desire of students to speak and know

the language coincides with their abilities to it. The consideration of the problem of learning a foreign language from the point of view of NLP modeling has aroused deep interest in this topic. This work was mainly devoted to the *linguistic aspect of NLP*. The purpose of the presented material was to describe the method of NLP as an effective technology for learning a foreign language. In the course of this work, we carried out coordinated tasks, namely: we presented the theoretical rationale for the concept of NLP (NLP), introduced NLP techniques in person-centered learning, and developed a model for diagnosing neuropsychological features in students when learning English.

The neuro-linguistic programming works in the practice of teaching English in tow main stages. There is the complete process that included the techniques study and the major concepts that are mainly proposed by the NLP. The study conducted on the NLP helped in knowing about the stages involved in the learning processes and it includes the actual testing and design of the important methods in English classes that included the experimentation. The NLP process helps the students in taking care of their needs with the help of forming factor that has an impact on the designs for making the design in an effective manner. The experiments depicted that NLP can be easily incorporated into the classes of English language that allows the techniques in making significant changes in the overall learning experience of the students.

The study also affirmed that NLP has its roots both in the way the brain works and it is also related to the purpose of betterment. It also helps in encompassing and it is related to the right and left-brain functions. It includes the adoption of multiple intelligence options and utilizing other research areas that attempt to work for the identification of the modes of learning along with the recognition of the individual learners and students. NLP and other related subjects have their septic's, and they work in the applicability of the classrooms and the ways by which NLP is marketed on the commercial level as an effective self-improvement method. NLP is also known as quasi-science and it is also criticized on the basis of lack of empirical studies and there are also many sound reasons that help in the explanation of the NLP with the current classroom. The study identified that NLP is all about the identification of the patterns and it is linked with the process rather than overall content. In addition to this, NLP model helps in processing the information that helps in the recognition of the significance of the movement and the eye contact that works for the identification of the emotional states and the way individual think and perceive certain things.

Furthermore, NLP strategies should be improved by allowing the learners to be equipped with the strategies that are specially designed for instilling the positive attitudes toward learning and view them as learners. Other than that, learners should be empowered with the NLP strategies in link with the learning strategies; they will have increased awareness of the learning processes in their minds. The NLP strategies should be focused on all the important domains of English Language Teaching including ESP. NLP strategies should focus on the important sources that provide the learners of English. Furthermore, teachers with the required information regarding the sub-skills of the ESP. NLP should also increase the pedagogical implications for the teachers of English language who wish to increase the reading ability of learners in the ESP courses. In addition to this, the reading materials of the ESP courses should be equipped mainly with the various kinesthetic, audio and visual aids including visual and audio glosses.

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