



The effect of the Neuro-linguistic Programming (NLP) on PFL learners' Autonomy and Self-efficacy

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1. Introduction

Neuro Linguistic Programing (NPL) is an approach that offers strategies to deal with life's opportunities. It makes us aware of how things work, encouraging us to study and model successful people in different situations. This, in turn, can help us improve our communication both consciously and unconsciously. Besides, it enhances our ability to master changes. The term "neuro", reflects the impact of our sensory input on our neurological function. It suggests that becoming a better learner involves listening better and are more observant, so we are more open to our own and other people's experience. This helps us to make good decisions. The term "linguistic" emphasizes the importance of language awareness in getting better information to make decisions. By "programing", we mean habits. NLP teaches us how we can develop and encourage useful habits. In general, NLP means using language to program our nervous system into more useful habits. NLP teaches that people can directly perceive a small part of the world using their conscious awareness, and that this view of the world is filtered by experience, beliefs, values, assumptions, and biological sensory system. NLP argues that people act and feel based on their perception of the world and their subjective experience of it. Using NLP, a person can model the more successful parts of their own behaviors to reproduce them in areas where they are less successful. It is believed that learners must develop their linguistic strategies to become independent (Harmer, 2001). The outcomes of some studies on Neuro-linguistic programing illustrate that these techniques will be helpful in second language learning. To highlight NLP techniques

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in second language learning, Tosey and Mathison (2003) have gone to great lengths. On the other hand, scientists believe that the use of these techniques and programs is one of the ways to reach independence (Holec, 1981). Unfortunately, so far, there has been a scarcity in the studies of the role of NLP in different fields (Moore, 2009). Teachers as well as students mostly focus their education on the content, without caring about the dominance over the learners' minds. The authors of this study found limited research on NLP techniques within the scope of teaching Persian to speakers of other languages (TPSOL). In English, the study of the relationship between NLP and other variables such as gender, education level, experience, and academic achievements has been accounted for (Pishghadam, Shapoori, & Shayesteh, 2011). This study is significant for several reasons. First, it aims to improve learner independence, which is crucial for foreign language learning. Second, it explores the impact of NLP on the psychological aspect of language learning. Additionally, NLP techniques can lead to learner autonomy.

2. Materials and Methods

The present study employed a quasi-experimental design, involving pre-test, treatment, and post-test to investigate the effect of using NLP techniques on the autonomy and self-efficacy of Iranian PFL learners. Sixty-four participants studying Persian language in various universities and institutes in Tehran were randomly selected. These participants were randomly divided into two groups: a control group (31 participants) and an experimental group (33 participants). After a pilot study and establishing the reliability and validity of the researcher-developed placement test, the test was administered to all participants.

In addition, to determine whether the two groups were homogenous in terms of self-efficacy and autonomy, the autonomy questionnaire (Zhang and Lee, 2004) and the self-efficacy questionnaire (Rahemi, 2001) were administered to both groups before the treatment. During the treatment, the experimental group was exposed to the NLP techniques. Of these techniques, only 'rapport' and 'anchorage' were used. The two questionnaires were administered to both groups at the end of the treatment. The textbook used for both groups was the intermediate level of the 'Mina' book.

4. Conclusions

Using SPSS (version 25), the results of MANCOVA analysis indicated that the use of NLP techniques had a significant impact on both dependent variables. This study has implications for teachers and researchers in the field of second and foreign language learning.

Keywords: autonomy, neuro-linguistic programming, Persian as a foreign language (PFL), self-efficacy, teaching Persian to speakers of other languages