

Using Neuro-Linguistic Programming to Develop EFL Learner's PerformanceA
Case Study of AL-Jouf University Students (Common First Year),(2021)

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Abstract

NLP is regarded as a supplementary technique which helps the teachers to develop outstanding skills necessary to bring on success to the education and to support learners to achieve excellence in their performance. This study aims to investigate the English language teacher's opinions about the variables with regarded to NLP, present the environment effects on NLP, help learners overcome difficulties in producing the English language. The analysis has led to these results: Neuro-Linguistic Programming and attitude towards English language, affect learners' achievement, teaching environment impact learners interaction Neuro-Linguistic Programming, performing EFL through modern technology improves learners' Neuro-Linguistic Programming. The study recommended: NLP is one of the most effective ways on change oneself and obtain results therefore, we need to move forward with researches in such fields and know more, Psychological coaching to children and adults as well is one of the issues that should never be neglected since the psychological status determines what you will be capable of doing in the future.

Keyword NLP: Neuro Linguistic Programming.

Introduction

Neuro Linguistic Programming (NLP) is concerned with how top people in different fields obtain outstanding results, and how their successful thinking patterns and behavior can be copied. It is concerned with what happen when people think, and the effect of their thinking on their behavior, and the behavior of others. NLP teaches how to communicate, inwardly and outwardly, in a way that can make a difference between mediocrity and excellence, between just existing and really living (Hilton, 2007).

NLP is both an art and a science of personal excellence. It is an art, because the way that one thinks and acts is unique to each person, and any description - especially of feelings, attitudes and beliefs - is bound to be highly subjective. It is also a science because it incorporates well researched methods that can be used

to identify the patterns of successful behavior (Samarathunge, 2001).

Being an energizing science, NLP is now applied in different areas in the world, namely the major three continents: Britain, America and Australia. NLP was looked at to be one way to treat people with disorders, phobias or other mental problems, but eventually it developed to be a science that is applied in different areas, starting with someone's personal life and reaching the corporate life of any organization (Global Watch Weekly Report, 2014:1).

1.2 Objectives of Study

- a. To investigate the English language teacher's opinions about the variables with regarded to NLP.
- a. To present the environment effects on NLP.
- b. To help learners overcome difficulties in producing the English language.



2. Literature Review

There are a number of earlier descriptions of NLP. Grinder and Bandler, defined NLP as “Neuro-Linguistic Programming is the discipline whose domain is the structure of subjective experience. It makes no commitment to theory, but rather has the status of a model – a set of procedure whose usefulness not truthfulness is to be the measure of its worth” (Dilts et.al, 1980). McDermott (n.d., Para 7) contended that the early years of NLP were an exciting time of discovery. Starting with Bandler and Grinder who “observed the dynamics of unconscious communication, the influence of language patterns, the structure of belief and identity, and the neurological patterns people use for storing information. Their experimentation with the processes and procedures created, allowed them to discover that these were effective in helping people to make the changes they wished to make with success”. Moreover, McDermott adds,

“NLP became known as a new field of personal growth that offered people the possibility of working through difficult problems in a short amount of time. It was then that NLP attracted an expert group to study and advance the field of NLP to the stature it has today namely, Leslie Cameron-Bandler, Judith DeLozier, and Robert Dilts”.

According to Collingwood & Collingwood (2001), NLP explores the relationships between how people think (neuro), how people communicate both verbally and non-verbally (linguistic), and how people build patterns of behavior and emotion (programmes). Furthermore, the co-creator of NLP, John Grinder and his partner Carmen Bostic St. Clair (2001:50) use a

more technical definition of NLP in their book *Whispering In the Wind*. They assert NLP as

“... a modeling technology whose specific subject matter is the set of differences that make the difference between the performance of geniuses and that of average performers in the same field or activity. In this sense, the objective of modeling studies in NLP is to explicate in a transferable and learnable code these sets of differences. The core activity, then, is the mapping of tacit knowledge onto an explicit model”.

Satrajit (2010) presents a simple view of NLP. He contends that Neuro is about the neurological system. NLP is based on the idea that humans experience the world through their senses and translate sensory information into thought processes, both conscious and unconscious. Thought processes activate the neurological system, which affects the physiology, emotions, and behavior of the person. While, Linguistic refers to the way human beings use language to make sense of the world, capture and conceptualize experience, and communicate that experience to others. In NLP, linguistics is the study of how the words humans utter influence their experience. Finally, Programming draws heavily from the learning theory and addresses how humans code or mentally represent experience. The personal programming consists of the internal processes and strategies (thinking patterns) that a person uses to make decisions, solve problems, learn, evaluate, and get results. NLP shows people how to recode their experiences and organize their internal programming so as to attain the outcomes they want.

Neuro-Linguistic Programming (NLP) is a new field concerned with the processes of how people live their lives, and their patterns of behavior and communication. Patterns include not only observable actions in the world but also the thinking processes and the organization of people's states-of-mind as well as their emotions and how all senses are used to reach a point of attention or concentration (Collingwood, 2013: 2). Since its focus is on creating models of human excellence, many applications of NLP have been developed. People apply NLP to coaching, management, personal development, human change, counseling, and education. Any area of life, where the quality of a person's behavior or communication is critical to the success of his/her outcome, is amenable to NLP application (Collingwood, 2013: 19).

The phrase "Neuro-Linguistic Programming" describes the process of how personality creates and expresses itself. People are all made up of a neurology that conveys information about the surrounding environment to their central nervous systems and brains. Since humans are also meaning-creating creatures, they translate these perceptions in their brains into meanings, beliefs and expectations (The Mindworks.eu, 2014: 2). As humans continue to grow from baby into a more complex adult human, they tend to filter, distort and magnify the input they receive from the environment such that it matches the elaborate program one evolves to explain life's experiences. Therefore, the core of NLP is about the study of how people do all the aforementioned activities, the kinds of meanings they deduce from their

perceptions, and the internal programming and external behaviors they set up to explain, predict and make sense of it all (NLPprationers.com, 2014:5-6). It is now used internationally by millions of people throughout the world in such diverse fields as management, sales, marketing, public relations, education, therapy, sports, and personal development (Laposi & Dan, 2014, 135).

2.1 Definitions of NLP

There are many definitions of NLP. Neuro refers to the nervous system, linguistic refers to not only words but also pictures and sounds, and programming refers to the programs we use to run our minds. NLP is eclectic, in it uses tools that originate from a wide variety of sources (Tosey & Mathison, 2003; 2010). NLP was founded in 1975 by Richard Bandler, a mathematician and John Grinder, a professor of linguistics (Bandler & Grinder, 1975; Grinder & Bandler, 1981). It started when Bandler was asked to transcribe taped audio sessions by Fritz Perlz, a well-known Gestalt therapist. Bandler believed that if he can replicate the methods used by Fritz Perlz, he can also reproduce the outstanding results of Perlz. The basic premise of NLP is modeling which is identifying the specific sequence of thoughts (images, sounds, and feelings) in a person and teaching that structure to another person (Dilts et.al, 1980).

Bandler later teamed up with Grinder to model Virginia Satir (a renowned family therapist) and Milton Erickson (a medical doctor who used hypnosis extensively to treat patients).

Together they uncovered techniques which form much of the basis of NLP today. Andreas & Faulkner (1994) described NLP as a study of human excellence and the “difference that makes a difference.” I would describe NLP as a toolbox that contains many tools which can be used in a variety of situations and application.

2.2 NLP Techniques which can Improve EI

NLP has many techniques designed to improve self-confidence and well-being. The following EI dimensions as per Goleman (1998) are listed below and beside each dimension, the most appropriate NLP techniques (indicated in parentheses), are identified:

- i) Self-Awareness (values hierarchy and goal setting)
- ii) self-regulation (dissociative technique)
- iii) self-motivation (associative technique)
- iv) empathy (matching and mirroring)
- v) social skills (rapport)

The NLP techniques are described in more detail under the heading of instructions and the reasons for their selection will become obvious from reading the descriptions.

2.3 Neuro-Linguistic Programming Implications for the Learners

Neuro-linguistic programming is believed to be an influential tool that affects the personal and educational life of the learners. It has the potential to improve the life quality, develop positive attitudes, provide support to resolve the psychological complications, help to make better decisions, establish effective communication, and foster language

learning. As it is emphasized by Garcai & Tamayo (2017), language learners can use NLP as a psychotherapeutic technique to improve their performance and take a step towards achievement. One of the main implications of neurolinguistic programming is its assistance in the field of English language learning.

According to the originators of NLP, Bandler and Grinder (1985), swishing is a process by which the pattern of thought which leads to undesirable behavior is destroyed in order to be replaced by another favorable behavior. The originators claim that this process necessitates the visualizing a cue which is related to that undesirable behavior. The Swish pattern gives a new direction to the brain and the behavior goes after the same direction, so the new wanted behavior is shaped. In this study, the researcher has used swishing elements such as strategy introduction, practice, and feedback and followed these steps: context identification, cue identification, drawing the ‘cue’ picture, and finally, swishing and testing. As an example, when the teacher wants to teach the word ‘habit’ to the students, he or she asks students to imagine the hands of a smoker while smoking cigarettes and doing the bad habit. Then students are asked to repeat the words ‘habit’ and ‘bad habit’. After this part, students are asked to imagine a healthy guy who looks fit and energetic and repeat the words ‘habit’ and ‘good habit’. Then, learners should change their mental picture from a smoker to a healthy guy (swish pattern) and say the word ‘habit’ repeatedly.

Students are asked to talk about some good and bad habits they have, and make different sentences with the word 'habit'. In this manner, learners have visualized a specific outcome of a certain situation which leads to a bad habit and should be avoided. The repetitions and visualizations are continued at home after each session and they are discussed in the next session. After examining the results of the posttest, the researcher concludes that the NLP strategy is satisfactory and it can be a very good strategy for vocabulary learning.

According to Alamdar and Karbalaei (2015), NLP is a useful tool for increasing the self-esteem of English language learners. In the study, they have selected four classes and used old methods of language teaching for the control group and NLP strategies and also old methods for the experimental group. The results of the study indicate that NLP is a beneficial tool to increase learners' self-esteem. As they explain, speaking is the most challenging skill among four skills of English learning and it needs a great deal of self-esteem and motivation. Neuro-linguistic programming provides some effective learning strategies and changes the limiting beliefs of the learners from "I cannot learn English" to "I can learn English". The researchers of this study have selected some stories to connect culture and language. Life lessons are used to build self-esteem and summary activities are also applied after reading or listening to the selected stories. Visualization is another strategy of NLP, as there is a belief that when learners know what exactly they want, they will

achieve it. So they are required to write down their objectives and follow the motion pictures. They should also create some mental images through visualization for better retention and recall of information.

In a study carried out by Farahani (2018), the effect of neuro-linguistic programming on reading comprehension of English ESP students has been investigated. Pourbahreini (2015) has investigated the effect of neuro-linguistic programming on grammatical knowledge of EFL students. In her study, passive sentences are concentrated and 60 students are selected to examine the research question. After administrating different tests and homogenizing the participants, the intervention program which is teaching through NLP activities is applied. Strategies of NLP which are used for this purpose are anchoring, VAK or visualauditory-kinesthetic, role-play, and so on. Visual learners are taught in an entertaining fashion, and they work on passive and active voices in pairs. The results show a great deal of difference between the pretest and posttest of the experimental group. Therefore, the researcher has concluded that NLP can be a useful strategy for teachers and learners who work on the grammatical accuracy of the English language.

2.4 Neuro-Linguistic Programming Implication for Teachers

Education is one of the most important human activities and teachers are the most important influential elements in any educational system that helps learners to reach their objectives.



Different studies over the last decades have confirmed that teachers have an essential effect on the students' academic and life-long success (e.g., Chetty, Friedman, & Rockoff, 2014; Jackson, 2012; Nye, Konstantopoulos, & Hedges, 2004). There are many elements that help teachers in their valuable profession and enable them to do their best and become effective and successful teachers. Despite the fact that education, experience, and certification are related to the effectiveness of teachers, there are many critical skills and classroom activities that matter most to students' achievement. Scholars believe that the main professional responsibility of teachers as educators is changing the behavior of students towards certain maturity and this process is possible with a series of activities for which teachers have a decisive role. It is believed that neuro-linguistic programming is a very useful tool for the language teaching profession which can be applied as a supplementary technique to improve the effectiveness of the teachers (Gewasari, Manullang, and Sibuea, 2017). It provides strategies for language teachers and learners to change their unproductive learning habits and experience successful and effective language learning.

According to Siddiqui (2018), anchoring, rapport building, metamodeling, and mirroring are some of the key elements of neuro-linguistic programming which can help language teachers in performing a better teaching atmosphere. As it is defined in the Oxford dictionary, rapport is "*a close and harmonious relationship in which the people or groups concerned understand each other's feelings or ideas and communicate well.*" Proponents of NLP stress that English language teachers should

do their best to establish rapport with their learners and thereby accelerate the learning process. In such a conducive environment, any gaps in communication will be filled and effective interactions will be shaped. In general, when a safe and supporting learning environment is created, the confidence of the learners is increased and they get ready to accomplish the assigned tasks and activities and they take a step towards their educational success (Comenius, 2009).

Mirroring is another NLP technique that is applied in order to create effective communication (Siddiqui, 2018). NLP practitioners claim that in order to establish rapport among language learners, gestures, postures, facial expressions, breathing patterns, etc. should be mirrored. Teachers can enhance verbal and non-verbal communication by using these patterns. Teachers should encourage learners to mirror behavioral patterns and language of fluent speakers in order to increase their motivation and promote their presentation and speaking skills. Mirroring and modeling are the key strategies of NLP which should be practiced to reach excellence. In this way, learners are assisted by the teachers to model the study patterns of successful performers in order to reach similar academic results.

Therefore, as Siddiqui (2018) concludes, English language teachers can apply the strategies and techniques on neuro-linguistic programming to make the language learning process more attractive and interesting. NLP strategies help English language teachers to act as facilitators and enhance the interpersonal and communicative skills of the learners and improve their personality in a way that they can face the world with more confidence.



Neuro-linguistic programming is based on neurology and communication. It is based on the view that human beings have different learning styles and perceptual preferences which should be taken into account by language teachers. In the process of language learning, learners use their five senses which are called representational systems. They include auditory (for listening or hearing something), visual (for looking and seeing), olfactory (for smelling), gustatory (for tasting), and kinesthetic (to feel internally and externally). One of the responsibilities of ELT teachers is recognizing these features and deciding on optimal teaching solutions.

Based on Pishgaman and Shayesteh (2014), when language teachers pay more attention to these differences and provide more effective external and internal learning atmosphere and apply sensory reach language, they assist language learners to learn in a more productive and easy way. More variety in teaching is also another consequence of NLP application in language instruction (Winch, 2005). Teachers who are aware of these preferred representational systems which are different from one individual to the other can teach more effectively. Students who know their lead system are also capable of selecting suitable words and expressions. In general, the key to lesson planning is that teachers know exactly what do they want and what is their objective and combining it with the desires and wants of the learners (Winch, 2005).

Peker (2010) points to the strategies of thinking and reprogramming provided by neuro-linguistic programming which enable us to change our structures of

thought and reprogram ourselves and accordingly reach our desired outcomes. There is a belief that our behaviors are accompanied by internal states and also some kind of internal thinking process. In order to change our behaviors, we should understand these internal states and thought structures. There are three ways of thinking: visual thinkers, auditory thinkers, and kinesthetic thinkers. NLP practitioners also believe that we should change ourselves to change the whole world. They claim that “We're not the victims of the world we see; we're the victims of the way we see the world”. They point to reprogramming as behavioral patterns that are learned through different experiences and can be arranged in a way that leads to our desired objectives in life. We should reprogram our habits in order to change them, so language teachers should adopt different sets of principles to make personal development in personal or professional contexts and make substantial differences. To make these changes, there are some key points that should be taken into account by language teachers. We should avoid listening to negative people and improve the habit of positive thinking. We should also remember that words are very powerful and the positive language should be used all the time. Never listen to the people that give negative feedback to your potentials and always try to tell you that you can't achieve your dreams.

3. METHODOLOGY

3.1 Sample of the Study

The sample of the study was Sudi Arabia students of English (30 students) from AL-Jouf university who were responded to the questionnaire.

3.2 Instruments of Data Collection

The researcher used tool to collect the data for this study. These tool is, a questionnaire for students.

3.3 Procedures

The questionnaire is designed and used as a tool to collect data for investigating

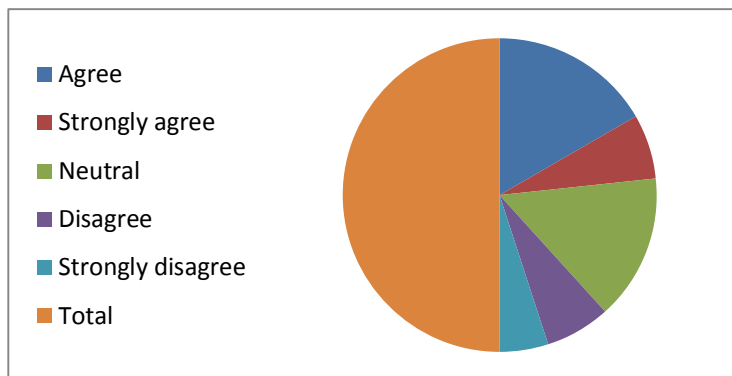
4. DATA ANALYSIS AND DISCUSSION

When Identify opportunities, I am always uncertain about whether to pursue the opportunity.

the topic the of using Neuro-Linguistic Programming to develop EFL learner's, at university level this questionnaire is distributed to the EFL students at AL-Jouf university.

Table(4.1)

Options	Frequency	Percent
Agree	9	30.0
Strongly agree	3	10.0
Neutral	9	30.0
Disagree	8	26.7
Strongly disagree	1	3.3
Total	30	100.0



Figure(4.1)

Table and diagram (4.1) show that, (40%) of the respondents agreed with the statement, (30%) of the sample's answer neutral with the statement and disagreed(30%), therefore the statement is accepted.

Group differences are always causing difficulties and unrest

Table(4.2)

Options	Frequency	Percent
Agree	10	33.3
Strongly agree	4	13.3
Neutral	9	30.0
Disagree	4	13.3
Strongly disagree	3	10.0
Total	30	100.0

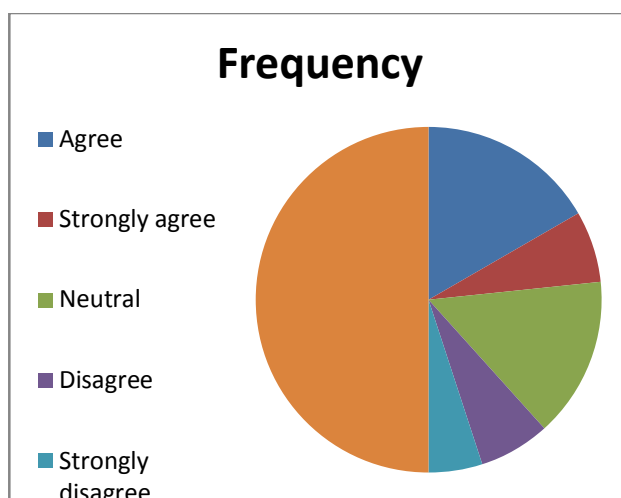


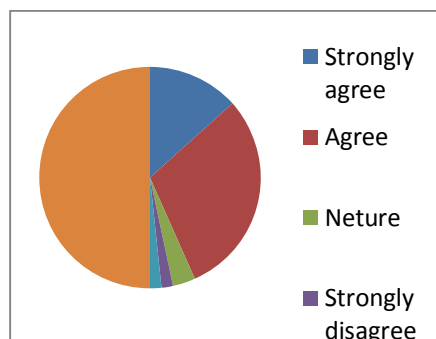
Figure (4.2)

Table and diagram (4.2) show that, (46.6%) of the respondents agreed with the statement, (30%) of the sample's answer neutral with the statement and disagreed(23.3%), therefore the statement is accepted.

I always help based on understanding others needs and feelings

Table(4.3)

Options	Frequency	Percent
Agree	13	43.3
Strongly agree	11	36.7
Neutral	5	16.7
Disagree	1	3.3
Total	30	100.0



Figure(4.3)

Table and diagram (4.3) show that, (80%) of the respondents agreed with the statement, (16.7%) of the sample's answer neutral with the statement and disagreed (3.3%), therefore the statement is accepted.

5. CONCLUSION, FINDINGS AND RECOMMENDATIONS

5.1 Conclusion

NLP is regarded as one of the recent scientific developments that connect mathematics to neurology and language. It deals with neurological and psychological factors and one of its main objectives is establishing effective communication. As different scholars suggest, neuro-linguistic programming has great potential to be used in the field of education. In fact, NLP is not a special method of language teaching and it is not comprised of various language teaching techniques. Instead, it is considered as a humanistic philosophy that includes a set of notions used to inform individuals about their preferred learning styles and convince them that they are powerful and strong enough to take the control of their affairs and reach excellence. As it is suggested by Pourbahreini (2015), the effect of neuro-linguistic programming on second language learning and teaching, especially English, has not been studied adequately. Still, the results of the conducted studies clearly show that NLP

can make a great difference in education, specifically in the field of second language learning (Lankton, 1979). So English language teachers and learners can apply NLP principles and strategies to become more effective and successful and reach their educational outcomes.

5.2 Findings

- 1) Neuro-Linguistic Programming and attitude towards English language, affect learners' achievement.
- 2) Teaching environment impact learners interaction according to Neuro-Linguistic Programming
- 3) Performing EFL through modern technology improves learners' Neuro-Linguistic Programming.

5.3 Recommendations

4. NLP is one of the most effective ways on change oneself and obtain results therefore, we need to move forward with researches in such fields and know more.
5. Psychological coaching to children and adults as well is one of the issues that should never be neglected since the psychological status determines what you will be capable of doing in the future.

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