



The Effect of Neuro-linguistic Programming (NLP) on Second Language Learning

Huma Illayas¹
Humaira Iftikhar²
Rizwan Anwaar³

ABSTRACT

This study is designed to gauge the effects of NLP on second language learning. NLP is related to the cognitive aspects of learning. The focus of this study is specifically its relationship with language learning. The problem identified in the context of Pakistan is that stakeholders in language teaching are not fully aware of the potential role of NLP-informed strategies in supporting language learning. The methodology incorporated classroom observations and questionnaires. Two English language teachers were observed, and a survey was conducted with their respective students to examine the extent to which the teachers employed selected NLP features and how students perceived their classroom learning experiences. The findings indicated that students taught by the teacher who demonstrated a greater use of NLP-related strategies reported more positive perceptions of the teaching–learning environment and learning experience. These findings suggest that greater awareness and thoughtful integration of selected NLP approaches in pedagogical practice may contribute to a more supportive classroom environment and facilitate second language learning. Further research using experimental designs and direct measures of learning outcomes is recommended.

Key Words: Neuro-linguistic Programming, English Language Teaching, Second Language Learning, Strategies of NLP

1 Alumna of the National University of Modern Languages NUML, Lahore Campus
2 Lecturer, NUML Lahore Campus, PhD Scholar of English Linguistics, Riphah University Lahore
3 Lecturer, GCU Lahore, PhD Scholar of English Linguistics, Riphah University Lahore





1. INTRODUCTION

Bilingualism is a sensitive process of language learning which is exercised by metacognition, meaning thereby that learning of languages is an unconscious process. Language learning takes place at a phenomenological level in the brain. Thus, acquiring L2 is linked with L1 and becomes a cognitive process. It is argued that L2 users have a single integrated linguistic system where the cognitive interaction of first and second languages happens (Cook, 2016).

In the light of the connection discussed above, language learning can be linked to an important branch of science: neuroscience. Cognitive theorists emphasize the role of efficient strategies used in becoming a self-regulated, self-monitored and self-evaluated learner through interaction with more knowledgeable people by observing them (Bandura, 1986). The cognitive psychologists and educationists claim that in second language learning, learners experience cognitive flexibility and innovation in problem solving. Second language learning is a dynamic, multidimensional and continuous phenomenon of progression (de Bot et al., 2007). Language learning theories stand at a variety of levels as they provide the information for developmental process of acquisition (Ellis, 2015), and account for the idea that second language acquisition (SLA) involves cognitive and neurobiological processes (Schumann, 2004).

Linguists have significantly incorporated ideas from cognitive neuroscience in the study of language to examine how the human brain represents and processes language. These interdisciplinary efforts investigate how sensory experiences are transformed into linguistic knowledge and communication (Kemmerer, 2015). The convergence and amalgamation of these two concepts, the human mind and language learning, has created the model of Neuro-linguistic Programming.

Neuro-Linguistic Programming or NLP is a newly developed strategy of language learning and teaching. Previously, neuroscience was only linked to patients in psychology. But as this branch of science has developed and progressed, it has come to be linked with language learning, which is a high cognitive ability. Richard Bandler (2008), a prominent psychologist has rejected the traditional patient model. He asserts that patients are not treated, but are given lessons on how to think and make better choices. This is an important development in the field of mind sciences. Sharpley (1987) has defined the same concept in these words that “NLP principles are not amenable to research evaluation.....it puts NLP in the same category as psychoanalysis”. These concepts help define the domain of NLP in contrast to the traditional concept of psychology as being a realm of mental patients. The traditional idea about NLP, that it is a pseudoscience, has to be reconsidered.

1.1. Theoretical Framework

NLP is a methodology of communication and personal development. It is an eclectic model of approaches and strategies which illustrate the pattern of language in teacher-learner congruence and the way language influences the beliefs about learning of the learners.

American linguist John Grinder and psychologist Richard Bandler, who came up with this theory, believe that language patterns are considered to reflect basic cognitive processes of people's subjective experience (Bandler & Grinder, 1975; Grinder & Bandler, 1976).

NLP is a process which may be used for classroom management, to find out the ways to overcome various problems related to the teaching/learning situation. Millrood (2004) has selected





the eight most common and flexible features of NLP which could be easily applied in the classroom discourse to build teaching/learning congruence. These NLP features are as under:

- Establishing Rapport – Building an interpersonal contact
- Filter – Monitoring behavior
- Pacing – Achieving harmony
- Elicitation – Guidance
- Calibration – Recognizing individual differences
- Reframing – Stopping unproductive strategies
- Anchoring – Reinforcing learner achievement
- Modeling – Offering strategies

The theory of NLP states that in the interaction with the outside world it is not so much important, but in its performance to make a bridge between external and internal channels of a person, for cognitive processing and interpretation, NLP plays an important role.

1.2. Statement of the Problem

The concept of NLP in a traditional academic setting is a very limited one. The stakeholders of education and academia have a restricted perception of the research-based idea that NLP has practical functionality to control the mental processing of memories and experiences. It is not known widely that the teaching/learning process can be enhanced with the help of the five senses. NLP is a new strategy that can be used to improve the understanding and learning of students with the help of the development of their cognitive abilities and mental processing. The mental experiences can be linked to the five senses in NLP.

1.3. Objectives

- The main objectives of the study are:
- To illuminate the perception of teachers and students about Neuro-linguistic Programming features in classroom discourse as an important teaching and learning skill.
- To analyze the connection between Neuro-linguistic Programming and learning process.
- To form recommendations on the basis of findings about the use of NLP features for the improvement of language learning.

1.4. Research Questions

The study sought to address the following research questions:

- To what extent do English language teachers employ selected Neuro-Linguistic Programming (NLP) features in classroom discourse?
- How do students perceive the use of these NLP features in relation to their classroom learning experiences?
- Is there an observable association between teachers' use of NLP features and students' perceptions of the teaching-learning environment?

1.5. Significance of the Study

- This study will be useful for teachers to understand and control students' psychological barriers and its effects on their academic achievement and performance.
- This study would be a guide for the teachers to improve their teaching strategies by using NLP features in second language learning classroom.
- It will also help students to understand their learning problems, and as a result, to achieve their objectives.





2. LITERATURE REVIEW

The traditional concept of NLP was that it was considered and used for therapeutic propose, as according to the Collins English Dictionary, Neuro-Linguistic Programming (NLP) is a therapeutic approach intended to modify behaviour by changing unconscious patterns of thought. Similarly, Dr. Sharpley (1987), a Clinical Psychologist, states that any specialized set of techniques directed toward either treating mental illness or enhancing adjustment (to mental illness), is NLP.

Although NLP originated within therapeutic practice, several scholars have explored its application in education, communication, leadership, and language teaching. Reviewing the idea that NLP is not limited only to the realm of patients, Dilts (2010) describes NLP as a pragmatic epistemology that seeks to explain how people structure their subjective experiences through language, cognition, and behavior. This idea of NLP implies that NeuroLinguistic Programming is a systematic study of communication, a model of behavior and an effective way of achieving goals. This model involves: the neurological or cognitive process which operates the body's function in response to receiving the internal and external stimuli, language section refers to the interaction by communication to people, and programming is a kind of processing section which could be determined through our reactions or in the other way what and how humans feel about the world.

The teaching/learning congruency is a dynamic process in which information is not only transferred from one individual to another, but also it creates a reciprocal relationship through feedback. Thus, the best teaching-learning congruence could be achieved through a harmonious match between non-verbal and verbal communication. This can be positively achieved by using NLP.

The validity of the theory of using the concept of NLP in language teaching has been tested by many educationalists. Many language teachers have run projects based on this concept to enhance the learning of their students. Professor Radislav Millrood (2004), a prominent educationalist, states that teacher/learner congruence (in the) classroom discourse can lead learners to success or failure. He further argues that it is necessary for a teacher to be aware of the most effective features of the teaching and learning congruence to improve the learning power of the students. All students have different calibers so a uniform strategy of teaching by using these features can create stretches of effective teacher/learner interaction in the classroom. Thus, the participants and most researchers agree on the eight most common and flexible features of NLP for classroom teaching/learning.

Several studies have explored the relationship between the application of NLP techniques in educational settings and effective teaching practices. For example, Pishghadam et al. (2011) reported a positive association between teachers' use of NLP-related strategies and indicators of teacher success and classroom effectiveness. Similarly, John et al. (2025) conducted an experimental study among university students in India and found that learners who received NLP-based instructional intervention outperformed the non-intervention group in academic speaking assessments. Rasheed (2021) likewise investigated the use of anchoring and reframing techniques in foreign language classrooms and reported that these strategies contributed to reducing learners' foreign language anxiety. Collectively, these studies suggest that NLP-related classroom practices may support aspects of language learning, including learner confidence, communication, and classroom participation, although the strength of the evidence varies across studies.

At the same time, its theoretical foundations and empirical support continue to be debated, making it important to distinguish between conceptual proposals and evidence from educational research. Druckman and Swets (1988) explain that a central assumption of Neuro-Linguistic





Programming is that individuals process and represent experiences through different sensory modalities, including visual, auditory, kinesthetic, and other perceptual systems. According to this perspective, people may either construct new mental representations or retrieve existing ones when performing cognitive tasks. For example, when asked to spell a word, an individual may visualize its written form, recall its pronunciation, or apply learned spelling rules. This view suggests that differences in sensory representation influence how people perceive, process, and communicate information.

The above mentioned idea about NLP implies that when people interact with each other in different happenings, they actually portray themselves; their presentation could be visual, auditory, kinesthetic, etc., but it creates an impression about them. The behavior of participants shows that they are recalling something, such as when a person visualizes the spelling of words on paper, the way in which he pronounces these words may be similar to how he heard those words somewhere before, or he tries to make a logical connection for pronunciation of these words.

Given the continuing debate surrounding the empirical basis of NLP, and the limited evidence from Pakistani ESL classrooms, the present study does not seek to establish the effectiveness of NLP as a causal intervention. Instead, it explores the extent to which teachers employ selected NLP-related classroom practices and how students perceive these practices within the teaching–learning environment.

3. METHODOLOGY

3.1. Procedure of Study

The research was conducted to see the effect of Neuro-linguistic Programming on the teaching of the English language for ESL students. For this purpose, as the first step, observations have been conducted. Two teachers were observed while they are teaching in the class to see if they use NLP strategies or not. After that, learners are asked to answer a questionnaire. The questionnaire was designed to examine students' perceptions of selected NLP features used in classroom teaching. The results of the classroom observations and questionnaire responses were compared to explore the relationship between teachers' use of NLP features and students' perceptions of the teaching–learning environment.

3.2. Research Design

3.2.1. Descriptive

The research conducted is descriptive in nature. The descriptive research is a kind of scientific research which analyzes and determines a topic under discussion, by defining its validity, and the reliability of the data to report the conclusion.

3.2.2. Inquiry Mode

The research is quantitative in nature. The data collected, through observations and questionnaires to see the effectiveness of NLP for ESL learners, is presented in numerical form.

3.3. Research Tools

3.3.1. Observation

Observations are a systematic way of studying behavior as it occurs in the natural environment. It involves monitoring respondents' actions rather than questioning them. For the current research, two teachers of English language at graduate level were observed to see the extent to which they were using the features of NLP while teaching.

3.3.2. Questionnaire





A survey is a primary method of data collection by representative sample of individuals. For the current research, a questionnaire was made for the students of English language at graduate level. The questionnaire complemented the classroom observations by examining students' perceptions of the extent to which their teachers employed selected NLP features and how these practices related to their classroom learning experiences.

3.4. Population

The population for the current study is the students of English as a second language in Pakistan.

3.5. Sample

The sample of this study consisted of 02 teachers and 40 students of English as a second language at Government College University (GCU), Lahore.

The study was conducted with two English language teachers and forty students from a single higher education institution. Consequently, the findings should be interpreted as context-specific and exploratory rather than representative of English language classrooms in Pakistan. The small sample limits the generalizability of the findings.

The two teachers were selected through purposive sampling because they were teaching comparable English language courses at the graduate level and were available to participate in the study.

3.6. Research Ethics

Prior to data collection, permission was obtained from the relevant departmental authorities. Participation was voluntary, and all participants were informed of the purpose of the study. Students completed the questionnaire anonymously, and confidentiality of responses was maintained throughout the research.

4. DATA ANALYSIS

4.1. Classroom Observations

The data for this research was collected in two categories. First the data was collected through the observations. Two English language teachers at graduate level were observed to see if they use NLP features or not while teaching. The observation sheet was divided into eight sections based on eight NLP features; Establishing Rapport, Filter Elicitation, Pacing, Calibration, Anchoring, Reframing, and Modeling, which are considered to be helpful to improve language learning. The researcher observed the classes for two weeks to document the extent to which selected NLP features were evident in classroom practice and to compare classroom environments where these features were used to different degrees.

4.1.1. Teacher 1

The first teacher (T1) was found to be friendly and extraverted. T1 gave instructions to the students only once in the two weeks' observation. The teacher used, most of the time, colloquial expressions to explain any phrases or idioms for the understanding of students. He was also trying to create fun and offered good suggestions to the students about the use of English effectively by involving students, and checking them during their assigned tasks or activities. All this seemed to work when judged from students' point of view. They not only understood and grasp the ideas given effectively by the instructor, but also enjoyed their tasks.

4.1.2. Teacher 2

The second teacher (T2) was reserved and serious in his conduct. He was found, in most of the observed sessions, serious while explaining the ideas about activities, tasks and idioms. He





was describing well by giving good suggestions about the use of English language and learning but by convincing or emphasizing to obey the instructions. As a result, the class was found to be teacher-centered because students were passive.

One of the limitations of the study is that the two teachers differed in several characteristics, including interpersonal style and classroom management, in addition to their observed use of NLP-related practices. Therefore, it is not possible to attribute differences in students' perceptions solely to the use of NLP features.

Classroom Observation Results

Serial No	Use of NLP in Classroom	Teacher 1	Teacher 2
1.	Establishing Rapport	90 %	26 %
2.	Filter	46 %	80 %
3.	Elicitation	100 %	100 %
4.	Pacing	80 %	20 %
5.	Calibration	100 %	0 %
6.	Anchoring	100 %	100 %
7.	Reframing	80 %	33 %
8.	Modeling	46 %	80 %

4.2. Questionnaire

Questionnaires were distributed among 40 students (randomly selected) of graduation level English language course at GCU. The questionnaires were based on statements (divided into eight different sections) to check the teaching learning congruency. 20 students of T1 and 20 of T2 were asked to fill the questionnaires, in order to obtain students' feedback regarding their teachers' use of NLP features and their perceptions of how these practices influenced the teaching-learning environment. Each section of the questionnaire was based on one selected feature of NLP. Thus there were 8 sections in the questionnaire. The questionnaire items were developed on the basis of Millrood's (2004) eight NLP classroom features and were designed to reflect the objectives of the study.

4.2.1. Established Rapport

'Established Rapport' is one of the features of NLP used by teachers, in order to achieve an effective and conducive environment in the classroom.

To check the use of 'Established Rapport' two questions were asked:

Table 1

Students' Perceptions of Establishing Rapport

Item	Positive Responses (T1)	Positive Responses (T2)
Teacher supports your decision making	80 %	25 %
Teacher shows interest in topics presented by students	65 %	20 %





Students taught by Teacher 1 consistently reported stronger perceptions of rapport than those taught by Teacher 2. Eighty percent of Teacher 1's students agreed that their teacher supported their decision-making compared with only 25 % of Teacher 2's students. Similarly, Teacher 1 received substantially higher ratings for showing interest in topics presented by students (65 % vs. 20 %). These findings suggest that Teacher 1 was perceived as more supportive and approachable, which is consistent with the classroom observations indicating greater use of rapport-building practices.

4.2.2. Filter

'Filter' is one of the features of NLP used by teachers in the classroom, in order to create best communicative environment for evaluation of the learner's outcomes.

Table 2

Students' Perceptions of Filter

Item	Positive Responses (T1)	Positive Responses (T2)
Comfortable when teacher corrects behaviour	20 %	15 %
Teacher communicates outside class when needed	80 %	15 %
Monthly counselling sessions	0 %	0 %

Responses relating to the Filter feature showed mixed patterns. Both groups reported very low agreement regarding formal counselling sessions, suggesting that such practices were not part of routine classroom interaction. However, Teacher 1 was perceived as substantially more willing to communicate with students outside the classroom (80 % vs. 15 %). Overall, these findings indicate that students valued informal teacher accessibility more than formal counselling arrangements.

4.2.3. Elicitation

'Elicitation' is one of the features of NLP used by teachers, in order to establish a diverse interaction by giving feedback in the classroom.

Table 3

Students' Perceptions of Elicitation

Item	Positive Responses (T1)	Positive Responses (T2)
Teacher gives sufficient time for understanding	80 %	65 %
Teacher responds positively to learning problems	65 %	15 %

Students generally perceived both teachers as providing adequate time for understanding instructional content, although Teacher 1 received more favourable ratings. The greatest difference emerged in the teacher's response to students' learning difficulties, where Teacher 1 obtained substantially higher positive responses. These findings suggest that students perceived Teacher 1 as providing more supportive feedback and guidance during learning.





4.2.4. Pacing

‘Pacing’ is one of the features of NLP used by teachers in the classroom, in order to be harmonious with the learner by showing tolerance and patience.

Table 4

Students' Perceptions of Pacing

Item	Positive Responses (T1)	Positive Responses (T2)
Teacher changes teaching strategy according to need	80 %	25 %
Teacher becomes furious when students are mentally absent	65 %	80 %
Smiling and responsive teachers teach more effectively	80 %	65 %

Students perceived Teacher 1 as considerably more adaptable in modifying teaching strategies according to learners' needs. At the same time, students of Teacher 2 more frequently agreed that their teacher became angry when learners were inattentive, suggesting a comparatively less flexible classroom atmosphere. Together, these responses indicate notable differences in instructional style between the two teachers.

4.2.5. Calibration

‘Calibration’ is one of the features of NLP used by teachers in the classroom, in order to recognize the nature of the problem and level of understanding of the learner.

Table 5

Students' Perceptions of Calibration

Item	Positive Responses (T1)	Positive Responses (T2)
Teacher appreciates critical thinking	65 %	25 %
Teacher builds confidence	75 %	10 %
Teacher helps overcome hesitation	80 %	25 %

Teacher 1 received consistently higher ratings across all calibration-related items. Students particularly recognized Teacher 1's efforts to build confidence and reduce hesitation when participating in classroom activities. These findings suggest that Teacher 1 was perceived as more attentive to individual learner differences and affective needs.

4.2.6. Anchoring

‘Anchoring’ is one of the features of NLP used by teacher in the classroom. It is like behavioral conditioning. This is helpful to enable and promote the self-actualization of the learner for the development of the learning.

Table 6

Students' Perceptions of Anchoring

Item	Positive Responses (T1)	Positive Responses (T2)
Teacher assigns equal responsibilities	80 %	65 %
Monotonous teaching causes boredom	65 %	80 %

Students from both groups generally agreed that teachers should provide equal opportunities through classroom responsibilities. They also acknowledged that monotonous





teaching negatively affected engagement. Although differences between the two groups were smaller than for other NLP features, Teacher 1 continued to receive slightly more favourable evaluations.

4.2.7. Reframing

'Reframing' is one of the features of NLP used by teachers in the classroom, in order to reframe the teaching strategy according to needs of the learners.

Table 7

Students' Perceptions of Reframing

Table with 5 columns: Item, Positive Responses (T1), Responses, Positive Responses (T2), Responses. Rows include 'Harsh teachers are difficult to approach', 'Students feel embarrassed when unable to answer', and 'Friendly voice motivates hard work'.

Responses relating to reframing reflected students' perceptions of classroom climate rather than teachers' behaviours alone. Students in both groups agreed that harsh communication discouraged interaction and that supportive communication encouraged motivation.

4.2.8. Modeling

'Modeling' is one of the techniques of NLP used by teachers in the classroom, in order to lead the learner by offering different types of models for good learning.

Table 8

Students' Perceptions of Modeling

Table with 5 columns: Item, Positive Responses (T1), Responses, Positive Responses (T2), Responses. Rows include 'Teachers share personal experiences' and 'Teacher invites successful students to model learning'.

Teacher 1 received substantially higher ratings for encouraging capable students to share their learning experiences with classmates, indicating greater use of peer modelling strategies.

4.3. Summary of Questionnaire Findings

Overall, students taught by Teacher 1 reported more favourable perceptions across most of the eight NLP-related classroom features, particularly establishing rapport, pacing, calibration, elicitation, and modelling.





observations rather than objective measures of language achievement, the results should be interpreted as indicating perceived differences in the teaching–learning environment rather than direct evidence of differences in learning outcomes.

5. DISCUSSION

The aim of the study was to investigate the effects of NLP in second language learning of at the graduation level. This specific topic was selected because in present scenario of Pakistan, the English language has become essential part of learning. This study will help teachers in understanding the psychology of learners and helping them to cope with those situations or problems which they mostly find in the learning process of students.

A prospective study design can be on the effects of experimentation of NLP strategies on a relevant population. But the findings of the present study in general are that NLP can be used as a resource in teaching and facilitates language learning.

5.1. Findings

Classroom observations indicated that Teacher 1 demonstrated a greater use of NLP-related classroom practices than Teacher 2, particularly in establishing rapport, pacing, calibration, anchoring, reframing, and modelling. According to Millrood (2004), these features contribute to creating a learner-centered classroom by strengthening teacher–student interaction, promoting learner confidence, and encouraging active participation. The questionnaire findings reflected similar patterns, as students taught by Teacher 1 consistently reported more favourable perceptions of the teaching–learning environment. These findings are also consistent with the broader conceptualization of NLP proposed by Bandler and Grinder (1975, 1976) and later expanded by Dilts (2010), who viewed effective communication and behavioral flexibility as central components of successful teaching and learning.

The findings are broadly consistent with previous studies examining the application of NLP in educational settings. Pishghadam et al. (2011) reported that teachers who demonstrated greater use of NLP-related classroom practices were perceived as more successful by their students. Likewise, John et al. (2025) found that university students who received NLP-based instructional intervention performed better in academic speaking tasks than those who did not receive the intervention. Similarly, Rasheed (2021) reported that the use of NLP techniques such as anchoring and reframing reduced foreign language anxiety among language learners. Although the present study did not employ an experimental design or measure language achievement directly, the findings similarly indicate that students perceived classrooms characterized by greater use of NLP-related strategies as more supportive and engaging.

The findings suggest that teachers who adapt their instructional practices to learners' needs through selected NLP-related strategies may foster a more supportive learning environment. Despite the limitations, the study contributes to the growing body of research examining the role of NLP in language education, particularly within the Pakistani context, where empirical research remains limited. Rather than attempting to validate NLP as a scientific theory, the study explores how selected NLP-related classroom practices are reflected in teachers' instructional behaviour and how these practices are perceived by learners. The findings suggest that learner-centered practices associated with rapport building, pacing, calibration, modelling, and supportive communication may contribute to a more positive classroom environment and provide a useful basis for further investigation using larger samples and experimental research designs.

6. RECOMMENDATIONS





First; teachers may benefit from professional development programs that introduce learner-centered communication strategies associated with NLP, particularly those related to rapport building, pacing, calibration, modelling, and constructive classroom interaction.

Second; teacher education programs may consider incorporating selected NLP-related communication strategies into classroom management and language pedagogy courses, while emphasizing that these strategies should complement, rather than replace, evidence-based teaching practices.

Third; future studies should employ larger and more diverse samples drawn from multiple institutions to improve the generalizability of findings and examine whether similar patterns are observed across different educational contexts.

Fourth; experimental or quasi-experimental research designs incorporating objective measures of language achievement, such as pre- and post-tests, should be conducted to investigate whether NLP-related classroom practices contribute directly to second language learning outcomes.

Fifth; future research should utilize validated and reliable research instruments and examine the influence of additional variables, including teacher experience, classroom management style, learner motivation, and individual differences, to better understand their interaction with NLP-related practices.

7. LIMITATIONS

The findings of this study should be interpreted in light of several limitations. First, the study was conducted with a small sample comprising two teachers and forty students from a single institution, limiting the generalizability of the findings. Second, because the study employed a descriptive observational design, it cannot establish causal relationships between the use of NLP-related strategies and student learning. Third, the participating teachers differed in interpersonal style and classroom practices beyond the observed NLP features, and these differences may also have influenced students' perceptions. Fourth, the study relied on classroom observations and self-reported questionnaire data rather than objective measures of language achievement. Finally, the questionnaire was developed for the purposes of this study and was not subjected to formal psychometric validation or reliability testing. Future research employing larger samples, experimental or quasi-experimental designs, validated instruments, and objective measures of language learning would provide stronger evidence regarding the role of NLP in second language education.

8. CONCLUSION

The present study explored the relationship between teachers' use of selected Neuro-Linguistic Programming (NLP) features and students' perceptions of the teaching-learning environment in English language classrooms. Classroom observations indicated that one teacher demonstrated more frequent use of NLP-related classroom practices, particularly rapport building, pacing, calibration, and modelling. Students taught by this teacher also reported more positive perceptions of classroom interaction, teacher support, and the overall learning environment. Together, these findings suggest an association between learner-centered NLP-related practices and more favourable student perceptions.

The study contributes to the limited body of research examining NLP within English language education in Pakistan by providing classroom-based observational evidence alongside students' perceptions of teaching practices. Rather than attempting to validate NLP as a scientific





theory, the study offers insight into how selected NLP-related strategies are reflected in classroom practice and perceived by learners.

Although the findings are limited by the study's descriptive design and context, they provide a foundation for future research employing larger samples, validated instruments, and experimental designs that include objective measures of language learning.

References

- Bandler, R. (2008). *Richard Bandler's guide to trance-formation: How to harness the power of hypnosis to ignite effortless and lasting change*. Health Communications.
- Bandler, R., & Grinder, J. (1975). *The structure of magic I: A book about language and therapy*. Science and Behavior Books.
- Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Prentice-Hall.
- Collins English Dictionary. (n.d.). *Neurolinguistic programming*. HarperCollins Publishers. Retrieved July 4, 2026, from <https://www.collinsdictionary.com/dictionary/english/neurolinguistic-programming>
- Cook, V. (2016). *Second language learning and language teaching* (5th ed.). Routledge.
- de Bot, K., Lowie, W., & Verspoor, M. (2007). A dynamic systems theory approach to second language acquisition. *Bilingualism: Language and Cognition*, 10(1), 7–21.
- Dilts, R. B. (2010). *NLP II: The next generation*. Meta Publications.
- Druckman, D., & Swets, J. A. (Eds.). (1988). *Enhancing human performance: Issues, theories, and techniques*. National Academies Press.
- Ellis, R. (2015). *Understanding second language acquisition* (2nd ed.). Oxford University Press.
- Grinder, J., & Bandler, R. (1976). *The structure of magic II: A book about communication and change*. Science and Behavior Books.
- John, A., Selvaraj, V., Thennavan, S., K. K. S., Ponnudurai, R., S. S. G., & A, S. (2025). The impact of Neuro-Linguistic Programming on speaking skills: An intervention study. *Forum for Linguistic Studies*, 7(4), 862–875. <https://doi.org/10.30564/fls.v7i4.9274>
- Kemmerer, D. (2015). *Cognitive neuroscience of language*. Psychology Press.
- Millrood, R. (2004). The role of NLP in teachers' classroom discourse. *ELT Journal*, 58(1), 28–37.
- Pishghadam, R., Shapoori, M., & Shayesteh, S. (2011). NLP and its relationship with teacher success, gender, teaching experience, and degree: A comparative study. *World Journal of English Language*, 1(2), 2–8. <https://doi.org/10.5430/wjel.v1n2p2>
- Rasheed, A. P. (2021). The effectiveness of Neuro-Linguistic Programming (NLP) techniques in alleviating foreign language anxiety: An experimental study from Kerala. *Educational Administration: Theory and Practice*, 27(4), 1298–1304. <https://doi.org/10.53555/kuey.v27i4.8566>
- Schumann, J. H. (2004). The neurobiology of learning: Perspectives from second language acquisition. In A. Davies & C. Elder (Eds.), *The handbook of applied linguistics* (pp. 49–73). Blackwell Publishing.
- Sharpley, C. F. (1987). Research findings on neurolinguistic programming: Nonsupportive data or an untestable theory? *Journal of Counseling Psychology*, 34(1), 103–107. <https://doi.org/10.1037/0022-0167.34.1.103>







APPENDIX A

EFFECTIVE CLASS ROOM INSTRUCTION OBSERVATION SHEET

A.	Establishing Rapport	Yes	No
a.	Friendly and sympathetic behavior of teacher.		
b.	Motivates students for their learning objectives.		
B.	Establishing Rapport	Yes	No
c.	Friendly and sympathetic behavior of teacher.		
d.	Motivates students for their learning objectives.		
C.	Filter	Yes	No
a.	Facilitates and encourages the learners, for new concepts and ideas.		
D.	Elicitation	Yes	No
a.	Leading to interactive and productive classroom environment.		
E.	Pacing	Yes	No
a.	To increases the pace of instruction, as necessary or needed.		
F.	Calibration	Yes	No
a.	Learners are enthusiastic about their learning outcomes.		
b.	The teacher has the ability to create an effective and collaborative environment to generalize the learning.		
G.	Anchoring	Yes	No
a.	Elaborates a particular concept with reference to experience.		





H.	Reframing	Yes	No
a.	Repeats practices or exercises through classroom discussion.		

I.	Modeling	Yes	No
a.	Offers different activities; for instance, role play, dialogue, etc.		
b.	Any contextual reference or previously learned material is presented in current lesson, as a model.		





APPENDIX B'

QUESTIONNAIRE FOR STUDENTS

NAME _____ AGE _____

GENDER _____ CLASS _____

Topic: Opinion About the Effects of Neuro-Linguistics Programming.

The information would be kept confidential and use only for this research. Please answer candidly, because your answers will be used only for research purposes.

Please value your answers according to following key:

- 1- Strongly Agree, 2- Agree, 3- Neutral, 4- Disagree, 5- Strongly Disagree.

1- Established Rapport (Cooperation)

Table with 7 columns: Sr., STATEMENT, 1, 2, 3, 4, 5. Rows include statements like 'Teacher supports you in your decision making.'

2- Filter

Table with 7 columns: Sr., STATEMENT, 1, 2, 3, 4, 5. Rows include statements like 'You feel comfortable when teacher asks you to change your behavior directly in the classroom.'

3- Elicitation

Table with 7 columns: Sr., STATEMENT, 1, 2, 3, 4, 5. Rows include statements like 'Teacher gives you enough time for your understanding about any particular subject or topic.'

4- Pacing





Sr.	STATEMENT	1	2	3	4	5
01	Teacher changes teaching strategy according to your need.					
02	Teacher become furious when you are mentally absent in the class during lecture.					
03	Teacher with smiling face and responsive tone teach more effectively than those who remain serious in the classroom.					

5- Calibration

Sr.	STATEMENT	1	2	3	4	5
01	Teachers appreciate critical thinking and reasoning.					
02	Teacher helps you to build up your confidence level to express your views.					
03	Teacher tries to help you overcome your fear of humiliation and hesitation in the front of your fellows.					

6- Anchoring

Sr.	STATEMENT	1	2	3	4	5
01	Teacher gives you equal level responsibilities by assigning a task, activity or duty.					
02	You feel boredom if the teacher is standing still behind the dais or has a monotonous style of presenting lecture.					

7- Reframing

Sr.	STATEMENT	1	2	3	4	5
01	Teachers who stare coldly or use harsh words, it is difficult for you to talk to them.					
02	You feel embarrassment when you are pointed at or you do not know the answer.					
03	Teacher’s friendly voice and happy mood motivates you to work hard.					

8- Modeling





Sr.	STATEMENT	1	2	3	4	5
01	Teachers share their personal experiences with you.					
02	Teacher engages students who have mastered their learning outcomes to presents for their peers.					

