

Neuro-linguistics Programming (NLP) as an Instructional Technique in English Language Teaching at Higher Secondary Level

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Abstract

Neuro-Linguistic Programming (NLP) is an extensively employed strategy, presented by Richard Bandler and John Grinder. In the field of English language teaching, NLP demonstrates to be an important device to accelerate instructional procedure. In present study, the researchers investigate diverse practices engaged in NLP that can be employed by the teachers in English language teaching. Applying a good technique to teach a second or foreign language is essential for teachers. The present study examines the prevailing NLP techniques applied by the trainers in English language classroom and to identify the perceptions of the teachers about the part of NLP in English language classroom and to analyze the extent to which teachers' instructional selections in the classroom transform the communicative competence of the students and enhances their ability for better learning. A qualitative approach was used to conduct the research. The participants of this study comprised 6 college teachers. Data was collected through open-ended questions. Data was analyzed through thematic analysis. The study shows that NLP provides a space for collaborative and effective communication, motivation in classroom, boosts confidence of students, and builds conducive classroom environment. However, there is a need for proper training for the teachers to enhance the practice of NLP.

Keywords: Neuro-linguistic programming (NLP), English language teaching, NLP techniques, Communication, Training

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Introduction

Various methods and strategies are available in English language teaching nowadays. However, these innovative strategies and approaches to English language teaching instruction are fundamentally rare in actual application. Therefore, it is vital for English language teachers to possess the required proficiency and techniques for effective teaching and developing students' interest. Neuro-Linguistics Programming would be perceived as one of the greatest operative learning techniques for English language teaching. Neuro-Linguistics Programming (NLP) is a technique in English language teaching which supports to achieve distinction in students' efficiency. The influence of NLP strategies in trainers' discourse on students is diminutive (Millrood, 2004). NLP is a strategy that would be altered to any type of learners and is a practice that is appropriate for English language teaching. Strategies for communication must be chosen by the students which are not just effective but also appropriate for their level of ability (Silalahi et al., 2022).

Four basic components are involved in the mechanism of communication: our considerations (the center of our thoughtfulness), our perceptions (beliefs), our physiology (body), and our language (words) (Silva, 2017). Equally verbal and kinesthetic communication reveal our emotional state and opinions. We actions are based on our beliefs and value system. Students' behavior and attitudes can be clearly understood by the teachers by pursuing the standards, formalities of behavior that he/she considers as suitable. Our communication determines how we think about our recipients. Sentiments are one of the most important dynamics that affects the learning procedure. Teachers should try to cope with the moods of students for effective learning. Teaching students according to their requirements and needs is another essential element that can assist students in doing their best (Silva, 2017). Application of NLP methods and strategies may substantiate to be a game-changing development in English language teaching.

Academia is becoming increasingly research driven. Specific psycho-pedagogical problems have been highlighted by the researchers. Generally, learners have a growing negative attitude concerning the learning milieu. In against to this negative behavior, development of a simple method is expected from the teachers for developing a dynamic affiliation between the teachers and learners. NLP has developed an inevitable part of the learning practice to accomplish the wants of the

learners (Alroudhan, 2018). The modifications that NLP carries in English language classroom setting may enable efficacious communication in the learning process.

NLP is a successful strategy in controlling the minds on the foundation of emotional state in the area of language learning (Moharamkhani et al., 2016). NLP has significantly affected the lives of students and families and assisted students in gaining individual contentment. In decision making and building a serene environment, NLP principles are very useful. NLP is used by the students in promoting communication skills, remembrance and intellectuality (Salami, 2015). NLP would be applied broadly in the context of English language teaching. It has performed a vital part in establishing classroom training for students. NLP strategies can be adopted in everyday classroom settings. They perform a significant role in enhancing communication abilities and learning. It also helped students in removing stress and achieving success (Alroudhan, 2018).

Review of the Literature

Neuro-linguistics programming (NLP) is defined as an overt ideal of human knowledge and communication (Grinder & Bandler, 1976). It is a combination of art and science that highlights personal-improvement and seizes one's individualism (O'Connor & Seymour, 2002). NLP assists people in developing their communication and learning skills. According to Richard Bandler and John Grinder (1976), NLP is based on linguistics and behavioral patterns. Neuro-linguistic Programming (NLP) can be broken down into three key elements. "Neuro" refers to the central idea that the brain processes insights of the world through the five senses—vision, sound, odor, and touch—and that these perceptions influence behavior (Diaz, 2017). "Linguistics," as defined by the Cambridge Dictionary, pertains to the scientific study of language structure and development, either broadly or in relation to specific languages. Lastly, "programming" involves the techniques used to organize thoughts and actions to achieve specific outcomes (Mendoza, 2019). NLP ratifies the application of cognitive models that could be used by others in diverse fields of life, for example, health, business, emotions, education and interpersonal relationships (Silva, 2017). Internal subjective world of the psychological field is dealt with in NLP. This model facilitates a person to understand how judgements are treated and determine their influence on inclusive behavior and executive. NLP is termed as an examination of subjective experience (Grinder, Bandler, Dilts & DeLozier, 1980).

NLP approaches compel the language teachers and learners to make the practice of teaching and learning more goal-oriented and effective. It also augments the fundamental competencies of learners (Siddiqui, 2018). Various research has been conducted on the approaches and strategies of second language learning. One of them is neuro-linguistics programming (NLP) which has elucidated different characteristics of language learning and teaching. NLP is a vast area of study which contains a variety of methodologies that make learning more interesting, efficacious and learner-responsive (Revell & Norman 1999;89). Application of NLP in educational context is still in fancy. Teachers and students' interaction provide mental influence on enhancing students' self-reliance. It encourages them for active classroom participation, enhances motivation, minimizes learning barriers and enables them for novel information (Thornbury, 2001; Herman et al., 2023).

Classroom activities such as storytelling, skits, role plays and simulations are employed in English language teaching nowadays (Siddiqui, 2018). In literature various NLP techniques have been identified. Some of them are as under:

Outcomes: In the domain of NLP 'outcomes' are identical with 'objectives' or 'goals. Clarity about your objectives enhances the probabilities of accomplishing them. To start with, keeping the end in mind is very crucial.

Empathy or Rapport: People often embrace alike body language and eye contact when they feel comfortable with one another (Sydney, 2019). Rapport or empathy depends on active listening and the use of body language is vital in this technique (Velasques & Viguera, 2021). Rapport building, connection and interaction is essential for influencing another person's behavior. Teachers who take the time to develop bonds with their students and support them in learning material or techniques are very effective at what they perform (Abdul et al, 2021).

Maintaining flow: For effective learning 'maintaining flow' is extremely helpful. There should be flow in learning activities. The classroom's flow can be achieved by employing puns and jokes, well-designed language games, rhymes, and stories that can be adapted to the needs of the learners (Ziddiqui, 2018).

Eye Accessing Cues/ Kinesthetic: In NLP visual indications for example, eye motions are mentioned to be 'eye accessing cues' meanwhile they disclose how persons are treating information. It has been conceived that the brain has an

instinctive neural connection “amid eye movement and representation system” (Rohan, 2022).

Modeling: NLP modeling is defined as learning through observation, imitation of noticeable inclinations of language, internalization and behavior. The fundamental implied processes are made understandable for users in NLP. While seeing the teacher, the learner should keenly attempt to reduce presumptions for effective modeling.

Anchor: An anchor can be described as any depiction in the human nerve organism that triggers any other depiction (Rogan, 2022;87). It is essential to the study of neuro-linguistics programming (NLP). For example, the term ‘sweet’ might arouse many pictorial, gustatory and other responses. An anchor in NLP may serve through all wits, comprising hearing, touch, sight, taste and smell.

Methods and Materials

❖ Research Design

A qualitative approach was adopted to conduct the present study. It examined the open-ended questions from English language teachers who were teaching at college level.

❖ Data Collection

Data was composed through an open-ended survey. The questionnaire was circulated among the higher secondary level teachers. The questionnaire was based on 12 open-ended questions with the emphasis on prevailing NLP techniques used by the teachers in English language classroom, the perceptions of the trainers about the function of NLP in English language classroom and the extent to which teachers' instructional selections in the classroom transform owing to their students augmented communicative competence.

❖ Sample and Demographics

Purposive sampling strategy was adopted to explore and categorize different perceptions of English language teachers about the practice of NLP strategies in English language teaching and learning. 6 English language teachers (4 male and 2 female) were conveniently selected to administer the questionnaire.

❖ **Nature of the Data**

The data was based on questionnaire consisting of 12 open-ended questions relating to the prevailing NLP techniques used by the teachers in English language classroom and the perceptions of the trainers about the function of NLP in English language classroom.

❖ **Ethical Considerations**

Participants' consent was obtained by clearly outlining the purpose, procedure, and possible benefits and limitations of the study. Participants and particular college information was anonymized to protect their identities. It was ensured that participants felt comfortable and could express their views genuinely about their perception about NLP strategies.

❖ **Data Analysis**

The data is analyzed through thematic analysis following five steps. In the first step, data was organized and prepared for analysis. Responses were arranged according to the questions asked in the open-ended questionnaire. In the second step, data was observed and mined according to the generated meaning. This familiarization with data helped coding which is the third step. Coding is based on the vocabulary items used in the responses. From the codes, categories were arranged under the themes generated through the categories. Each theme has categories based on the representation of the thematic underpinning.

Results

❖ **Application of NLP Techniques in English Language Classrooms**

The first question was about the application of neurolinguistics techniques in English language classroom. The teachers' response to the first question was very positive. They expressed their point of view in the following manner.

❖ **Using NLP Techniques in Classroom**

Teachers reported that NLP techniques are commonly used by the college teachers occasionally. They use refraining, mirroring and anchoring etc. for developing positive associations to reinforce language learning. These techniques are also used for rapport building and correcting pronunciation. Refraining is used to encourage positive thinking among students and mirroring is used for modeling desired

behavior to follow and for effective communication. These findings indicate that NLP techniques are not applied in isolation; rather, they are integrated as supportive instructional tools aimed at enhancing affective and communicative aspects of language learning. One of the participants stated, "I use mirroring when a student struggles with a task... I ask students to mimic myself." The technique of mirroring allows students to observe and imitate correct language use, which helps with both pronunciation and grammar. This approach is also used to build rapport and trust between the teacher and students.

❖ **Promote Collaboration and Effective Communication**

A teacher highlighted that "NLP techniques significantly enhance classroom dynamics by fostering positive relationships and reducing anxiety". He also admitted that mirroring builds trust and encourages participation. This supportive atmosphere promotes collaboration and effective communication. This theme highlights the importance of affective factors in ELT and suggests that NLP techniques contribute significantly to social cohesion and interactional competence within the language classroom. "Mirroring body language builds trust and encourages participation." Using NLP to reduce anxiety helps students feel more comfortable in expressing themselves. Techniques like mirroring create an environment where students feel supported and confident enough to take risks in language use.

❖ **Keeps Students Motivated, Focused and Goal Oriented**

Another prominent theme concerned the use of NLP strategies such as visualization and goal setting to enhance students' motivation and communicative confidence. Teachers reported that visualization helped learners mentally rehearse successful communicative scenarios, which in turn strengthened confidence and reduced performance anxiety. Participants further noted that NLP techniques support learner focus and goal-oriented behavior, enabling students to take greater ownership of their learning processes. This theme reflects the motivational potential of NLP techniques in sustaining learner engagement and fostering self-directed learning. "These techniques play a very important role in the learning process. They enable teachers to connect new knowledge to students' prior experiences." By connecting new language concepts to students' existing knowledge, NLP strategies help make the learning experience more relevant and personal, thereby enhancing the teacher-student relationship.

❖ **Teachers' Perceptions about the Role Played by NLP in ELT**

The second study question tries to reveal teachers' perceptions about the role of NLP techniques in English language teaching. The participants highlighted benefits of NLP along with certain challenges in English language classroom.

❖ **Boost Students' Confidence and Communicative Ability**

A teacher mentioned that "NLP greatly boost students' confidence and communicative ability in English". Students feel more empowered when teachers use NLP techniques in the classroom. They express themselves freely which increases their participation. This confidence leads to improved language skills and willingness to engage in conversation. Teachers pointed out the marked improvement in students' overall communicative competence. "Visualization helps students imagine successful communication scenarios, boosting their confidence." NLP techniques that promote confidence, like visualization and affirmations, allow students to feel more capable and motivated, leading to more active language use and participation.

❖ **Active Engagement and Personalized Learning**

Teachers acknowledge that NLP techniques support in enhancing students' creativity, confidence and active engagement and personalized learning. Traditional methods generally do not support focusing on individual learning styles which leads to more effective instruction. NLP tools make learning more personalized and effective. NLP techniques also focus on individual learning styles. "These techniques create a supportive and engaging learning environment." By fostering a positive, non-judgmental classroom atmosphere, NLP techniques can encourage students to participate more fully and take ownership of their learning process.

❖ **Building Conducive Learning Environment**

A teacher suggested "that NLP tools provide conducive learning environment. By using different NLP techniques like reframing, anchoring and mirroring classroom atmosphere can be made calm, relaxed and conducive. It enhances students' engagement and motivation. NLP technique also reduces anxiety and stress in language learning".

❖ **Need for Proper Training and Expertise**

Teachers also pointed out few limitations and challenges of NLP techniques in English language classroom. According to teachers, proper teachers' training is crucial in this regard. Without a solid understanding and training, teachers may find it difficult to implement these strategies effectively. Teachers need to be more accomplished and well-trained.

❖ **Time Constraints**

Teachers mentioned that due to lack of sufficient time NLP techniques cannot be employed properly in English language classroom. These techniques are time-consuming and require enough time. This is another limitation of NLP techniques application in English language classroom. Overall, the findings indicate that teachers perceive NLP techniques as valuable tools for enhancing learners' confidence, engagement, personalization, and classroom climate in ELT. However, the effectiveness of NLP is contingent upon adequate teacher training and sufficient instructional time. These insights suggest that while NLP holds considerable pedagogical potential, its successful integration requires institutional support and professional capacity building.

❖ **Teachers' Pedagogical Choices and Students' Augmented Communicative Competence**

The third question pursues to explore the instructors' instructive adoptions in the classroom modification because of their students augmented communicative competence. In against of this question the participants pointed out the following ways.

❖ **Incorporating Advanced Discussion and Problem-Solving Tasks**

Participants consistently highlighted the adoption of advanced instructional tasks to cater to students with higher levels of communicative competence. Teachers reported incorporating advanced discussions, problem-solving activities, and higher-order communicative tasks to challenge proficient learners and sustain their engagement. Such pedagogical differentiation reflects a shift from uniform instruction to ability-responsive teaching practices. Moreover, participants emphasized the use of innovative communicative techniques, including extended discourse activities and peer interaction, to capitalize on students' enhanced communication skills. Encouraging students to assume classroom leadership

roles—such as facilitating discussions or leading group tasks—was identified as a strategic practice to further strengthen communicative confidence and autonomy. This theme indicates that augmented communicative competence prompts teachers to redesign classroom interaction patterns, fostering learner agency and collaborative learning.

❖ **Integrating NLP Techniques with Traditional Methods**

A second prominent theme concerns the balanced integration of NLP techniques with conventional pedagogical approaches. Participants stressed that NLP strategies should not replace traditional methods but rather complement them. NLP techniques were perceived as particularly effective for addressing individual learner needs, enhancing confidence, increasing engagement, and promoting self-awareness among students. In contrast, traditional teaching methods were viewed as essential for structural instruction, content delivery, and assessment practices. Teachers reported that NLP techniques function as pedagogical support mechanisms, enriching the learning experience without undermining established instructional foundations. Importantly, participants emphasized that effective integration requires continuous student feedback and evaluation, ensuring that instructional choices remain responsive and pedagogically sound. This theme reflects a pragmatic and reflective stance toward educational innovation.

❖ **Diversified Lesson Plans**

The third theme highlights the critical role of diversified lesson planning in accommodating augmented communicative competence. Participants indicated that successful implementation of both NLP techniques and traditional approaches depends on purposeful and flexible lesson design. Teachers must strategically align instructional methods with learning objectives to effectively manage diverse learner profiles. Participants further noted that NLP tools can significantly enhance teaching effectiveness when embedded within well-structured lesson plans. Diversification in lesson planning enables teachers to address varying communicative abilities, maintain instructional coherence, and maximize learner engagement. This theme underscores the importance of pedagogical intentionality, suggesting that methodological innovation alone is insufficient without thoughtful planning and contextual adaptation. Collectively, the findings suggest that students' augmented communicative competence serves as a catalyst for pedagogical transformation. Teachers respond by differentiating instruction, integrating innovative NLP-based strategies with traditional methods, and adopting diversified

lesson planning practices. These pedagogical choices reflect a learner-centered orientation that prioritizes communicative development, instructional balance, and adaptive teaching in ELT classrooms.

Major themes and subthemes

Themes	Subthemes
<p>1. Application of Neuro-Linguistic Programming (NLP) Techniques in English language Classrooms</p>	<p>Using NLP Techniques in Classroom</p> <p>Promote Collaboration and Effective Communication</p> <p>Keeps Students Motivated, Focused and Goal Oriented</p>
<p>2. Teachers' Perceptions about the Role Played by NLP in English Language Teaching</p>	<p>Boost Students' Confidence and Communicative Ability</p> <p>Active Engagement and Personalized Learning</p> <p>Building Conducive Learning Environment</p> <p>Need for Proper Training and Expertise</p> <p>Time Constraints</p>
<p>3. Teachers' Pedagogical Choices and Students' Augmented Communicative Competence</p>	<p>Incorporating Advanced Discussion and Problem-Solving Tasks</p> <p>Integrating NLP Techniques with Traditional Methods</p> <p>Diversified Lesson Plans</p>

Discussion

Classroom environment and setting improves significantly when neurolinguistics programming techniques/tools are used in English language classroom. NLP strategies have improved teachers' communicative abilities which helps their students. There is a strong connection amid the application of NLP tools and a growth in the efficiency of teachers' capacity to transfer notions to English language students through operative communication. It was discovered that NLP supported teachers to foster an environment and setting which encourages creativity, novelty and enhanced students' confidence. The study established that NLP techniques are applied in English language classrooms in Pakistan and other nations. Teachers embrace diverse versions of modern practices of role-play, skits and storytelling (Siddiqui, 2018). Neurolinguistics programming techniques are very helpful in creating a constructive emotional image. It is taken as one of the greatest operational strategies in strengthening communication (Moore, 2009). NLP tools perform an essential part in the teaching and learning processes to encounter the requirements of the learner (Alroudhan, 2018). In the process of learning effective communicative NLP techniques can bring positive alternations in the classroom. Teachers should emphasis on generating an environment which can inspire the learners of English language (Pishghadam et al, 2011).

Most of the NLP strategies include a great level of communication and produce worthy associations amongst students and teachers. NLP is very supportive in channelizing the proficiency of each learner in a positive direction because each child is unique and understands information contrarily (Silva, 2017). The study also investigates the benefits and challenges of NLP techniques. It was found that NLP strategies bring evident changes in students' learning experiences. This makes them able to observe, reflect and perform carefully. NLP techniques are very supportive in attaining their aims. These techniques make them more confident and provide problem solving skills (Susikaran, 2013).

Conclusion

The present study examined the prevailing NLP techniques employed by the teachers in English language classroom and identified the perceptions of the trainers about the function of NLP in English language classroom and analyzed the extent to which teachers' instructional selections in the classroom transform owing to their

students augmented communicative competence. The results support the fact that innovative teaching strategies with radical research techniques such as NLP can support language teachers in the upgrading of their profession. The study also highlighted the fact that it appears that teachers at higher secondary level are very keen to adopt NLP techniques in spite of their lack of expertise in using NLP techniques in teaching. Teachers' teaching abilities and skills are very vital for knowledge delivery effectively to the students. This greatly influences their students' learning capacity. NLP strategies can help in paving the means for implementing and identifying the greatest operational method of communication. The study findings reveal that NLP technique facilitates English communication. It encourages students and offers a collaborating learning environment.

The study has some limitations that should be considered in future research. First, it is a small-scale qualitative study with small sample size and duration. It was very difficult to find NLP expert English language teachers at higher secondary level. Therefore, this sample of 6 college level teachers is not enormous enough to completely reflect the purpose. Second, open-ended questionnaires were distributed among teachers and the number of questionnaire items were limited. Therefore, future studies could be conducted with a large number of participants.

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