



UNCONSCIOUS APPLICATIONS OF NLP IN ELT: AN EXPLORATORY STUDY OF PAKISTANI TEACHERS' BELIEFS AND PRACTICES

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Abstract

Neuro-Linguistic Programming (NLP) provides communication frameworks that can enrich English Language Teaching (ELT), yet formal NLP training remains uncommon among Pakistani teachers. Many experienced educators develop effective communicative and motivational strategies intuitively rather than through explicit instruction. This qualitative exploratory study examined the unconscious applications of NLP principles in the beliefs and self-reported classroom practices of Pakistani university ELT teachers. Semi-structured interviews were conducted with 20 experienced teachers from ten universities across Punjab. Data were analyzed thematically using Braun and Clarke's (2006) framework. The findings revealed five recurring themes indicating unconscious alignment with NLP principles: intuitive rapport building through empathy, unconscious adaptability in classroom communication, implicit use of motivational and positively framed language, outcome-oriented teaching practices, and optimistic beliefs about learners consistent with NLP presuppositions. The study concludes that even without formal NLP training, many ELT teachers exhibit unconscious competence in applying NLP-based communication strategies. Promoting conscious awareness and reflective understanding of these principles could further enhance teaching effectiveness and professional growth in the Pakistani ELT context.

Keywords: *Communication Strategies, ELT, Neuro-Linguistic Programming, Pakistan, Teacher Beliefs, Unconscious Competence*

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1. Introduction

1.1 Background

Neuro-Linguistic Programming (NLP) was invented in the 1970s to provide an understanding of the interaction between the mind, language, and behavior within the environment in which a person is trained. The term is a combination of the words "neuro," "neurological processes," "linguistic," "language," and "programmer," which imply behavioral patterns formed through experience. NLP was initially used in the therapy setting, where it aimed at replicating the behavior of effective communicators. It later spread to other areas such as teaching and education. The emphasis it places on rapport building, sensory attentiveness, flexibility, and goal orientation makes it a viable way of enhancing communication and learning strategies.

Communication plays a key role in English Language Teaching (ELT), where effective teaching depends on effective communication. The NLP methods may be used to assist teachers in building more effective classroom interaction and in identifying students' preferred learning styles, which may be visual, auditory, or kinesthetic. Motivation and engagement are also increased with the use of these techniques, which results in a more active learning atmosphere. These media enable the teacher to understand their learners better and build constructive relationships that facilitate language learning.

Despite having much in common with established ELT practices, e.g., the learner-focused approach to teaching, empathy, motivation, etc., NLP is still largely absent from the range of teacher education courses (in particular in Pakistan). In Pakistan, English language teachers are constantly challenged by large classes, limited teaching materials, and students' needs. Conventional teacher-centered practices prevail even in the face of the pedagogical reforms. Despite educational reforms, the prevalence of a teacher-centered approach in classrooms remains. Nevertheless, intuitive communication and management strategies based on NLP principles are used even by many experienced teachers. Most of the time, they use these techniques unconsciously without training or knowledge of the framework. The said unconscious competence presents a significantly underexplored field of ET that warrants further exploration.

1.2 Statement of the Problem

Although the foreign literature has already investigated explicit NLP-based interventions in ELT, there is little on how teachers can make use of NLP principles unconsciously. In Pakistan, little research has examined this association, and most have focused on particular language abilities or various sensitization methods. It is unclear to what extent the teachers inherently adhere to NLP principles in their daily practice. Current research usually uses quantitative methods or measurements, or focuses on the level of NLP knowledge or awareness, rather than delving into teachers' perspectives.

Qualitative inquiry, mainly interviews, is a suitable method for investigating the underlying reasoning and self-perceptions that guide teachers' classroom practices. Results of a mixed-methods study conducted by Faiza Zeb (2020) using classroom observations and questionnaires among Pakistani ELT teachers showed that many of them displayed NLP-related patterns. However, they were not trained in or even aware of this framework. Based on this premise, the current study uses qualitative data from semi-structured interviews to investigate how teachers explain their beliefs and practices. It aims to find out whether the principles of NLP are present in their teaching, whether they occur intuitively or unintentionally.

1.3 Purpose and Research Questions

This study aims to discuss how English language teachers in Pakistani universities can implement the concept of Neuro-Linguistic Programming (NLP) unconsciously in both their beliefs and classrooms. Based on the semi-structured interview data, the research paper discusses the concept of teachers narrating their communication in the classroom and their instructional approach, and how this impact is illustrated by NLP concepts, despite the fact that they may not have been taught about the method to have an opinion.

1.4. Research Objectives

1. To investigate the evidence provided by Pakistani English language teachers concerning their self-reported classroom practices about proof of their unconscious conformity to the philosophies of NLP as discovered during semi-structured interviews.
2. In studying what teachers held as beliefs about effective communication and pedagogy, and how, in fact, these beliefs may manifest in an unconscious application of NLP.

1.5. Research Questions

1. How do Pakistani English language teachers describe their classroom practices in ways that align with NLP principles, even without formal NLP knowledge, as reflected in their interview responses?
2. What beliefs do Pakistani English language teachers hold about effective communication and pedagogy, and how do these beliefs reveal unconscious applications of NLP?

1.6. Significance of the Study

The relevance of the study, as a theoretical and practical inquiry, is to investigate the unconscious application of NLP-consistent methods by Pakistani ELT teachers. First, it brings to the forefront the classroom management techniques that teachers learn over time and through self-reflection. These implicit strengths can be identified to reward teachers for their existing competencies rather than subject them to entirely new models.

Second, it is possible to discover NLP-based practices that occur naturally and use them to design professional development programs that build the best teacher education for intensive teachers. This type of training might bring implicit practices to light and render them more explicit, systematized, and applicable to different teaching situations. Finally, the qualitative data from the ongoing investigation, based on teachers' beliefs and self-reports of their practices, offers an educator-based perspective on ELT studies. It adds qualitative and observational studies by providing descriptions of teachers' subjective knowledge of learning, communication processes, and rapport.

1.7. Structure of the Article

This study has the following structure. In Chapter 2, the literature on NLP principles relevant to ELT and the concept of unconscious competence in teaching is reviewed. Chapter 3 outlines the qualitative approach applied to this study, with a focus on semi-structured interviews and thematic analysis. The findings have been introduced and discussed in Chapter 4, and significant themes have been defined that demonstrate unconscious NLP practices in teachers' beliefs and classroom practices. Chapter 5 outlines the consequences of such findings to ELT in Pakistan and gives a recommendation to future studies and teacher education.

2. Literature Review

2.1 Introduction

In this chapter, the primary literature concerning the unconscious adoption of the concept of Neuro-Linguistic Programming (NLP) in teaching English Language (ELT) has been reviewed. It initially describes the core ideas of NLP, focusing on communication and pedagogy, and how they can be intuitively manifested in teachers' classrooms. Empirical and theoretical studies relevant to the discussion have been integrated. It proceeds to discuss the theories of unconscious competence and experiential learning as theoretical frameworks that facilitate educators' instinctive acquisition of NLP-related capabilities. These models are my theoretical approaches to studying teachers' self-reported beliefs and practices in this case.

2.2. Core NLP Principles Relevant to ELT

2.2.1. Neuro-Linguistic Programming English Language Teaching.

NLP was founded on therapy modeling of successful communication (Bandler & Grinder, 1975). It provides information on the interaction among internal experiences (neuro), the effects of language (linguistic), and behavior (programming). Its hypothetical underpinnings are yet to be adequately agreed upon (Witkowski, 2010), but NLP practical communication and behavioral aids have found their way into business, education, and coaching (Tosey & Mathison, 2010). Most of its principles are similar to the practice of good teaching, and they might emerge naturally in teachers' unconscious performances.

2.2.2. Representation System and Learning Styles

According to NLP, individuals interpret information through favorable sensory input: visual (V), auditory (A), or kinesthetic (K) (Dunn & Dunn, 1978; Gilakjani, 2012). This opinion aligns with learning style theories, although there is controversy about the effectiveness of matching learning instruction to VAK preferences (Coffield et al., 2004; Pashler et al., 2008). However, in most cases, a teacher is inclined to adjust his or her approach to use several sensory modalities. . They supplement their visual materials, change the tone of voice, give tasks involving movement, and use the modality-related terms like the ones below: Look at this example, Let us talk it through, How does that feel? (Zeb, 2020) This might be an expression of students' subconscious attempts to adopt a more favorable way of processing information.

2.2.3. Rapport

The connection between trust and Rapport is of primary importance in NLP for communication (O'Connor & Seymour, 1990). Matching or mirroring body language and speech patterns are among the techniques usually taught explicitly (Andreas & Faulkner, 1994). However, experienced teachers are inclined to automatically develop such actions. To create a good, participative classroom environment, they adapt their movements, voices, or speeds (Frisby & Martin, 2010; Peng, 2012). Zeb (2020) noted that educators frequently tend to resort to minor linguistic and interactional indicators to demand attention and establish Rapport unconsciously. Studies showed that good Rapport is always associated with increased motivation and increased learning (Bernberg, 2002; Mazer, 2013).

2.2.4. Communication: Pacing, Leading, and Language Patterns.

NLP identifies communication based on the response to it (Revell & Norman, 1997). Pacing and leading are related to creating an understanding of a learner's current situation and bringing them to the desired scenario (Ellerton, 2010). This is frequently intuitive for teachers, e.g., by confirming that a student is finding it difficult (I can see that this is not easy) and then providing support (Let us look at it another way).

NLP also focuses on language patterns, particularly those that comprise the Milton Model (Bandler & Grinder, 1975), as well as subtle ways of influencing attention and receptiveness to learning. The teachers may unconsciously presuppose (When you understand this, you will find that helpful), indirectly suggest (You might want to look at your notes), and pose conversational postulates (Can you think of another example?). Research shows that teacher talk significantly influences classroom communication and the learning experience (Walsh, 2011; Zeb, 2020).

2.2.5. Outcomes and Flexibility

The two principles of NLP — clear outcomes and behavioral flexibility — are core to successful teaching (Ready & Burton, 2010). Teachers have a habitual way of planning lessons based on specific outcomes, but effective ones also exhibit flexibility in their

actions (Darling-Hammond & Bransford, 2005). Based on student feedback, they adjust activities, modify explanations, or adjust the pace. This open-mindedness is an indication of the NLP principle of modifying strategies until the intended learning results are realised. Such flexibility gradually becomes an instinct, one built into teachers' practice (Smith, 2003).

2.2.6. Presuppositions

Some of the underlying assumptions in NLP include the principle that the map is not the territory, the principle of respecting the model of another person in the world, and the principle that no one can be unsuccessful in what he or she does out of ill intent (O'Connor, 2001; Revell & Norman, 1997). Numerous competent teachers may hold these beliefs without boasting them as NLP concepts. They attach importance to students' personal experiences, accept different opinions, and consider mistakes as learning opportunities (Dweck, 2006; Hammond, 2014). These suppositions foster compassion, confidence, and the developmental classroom atmosphere. Although these attitudes are often hidden and teachers are unaware of NLP theory, they still influence how teachers express themselves through communication and teaching choices.

2.3 Unconscious Competence and Experiential Learning in Teaching

The fact that teachers unconsciously use NLP principles aligns with existing concepts of professional learning and skill development. These views describe the occurrence of intuitive teaching behaviors due to repetition and reflection.

2.4. The Four Stages of Competence

The competence development model represents the process of moving from Unconscious Incompetence to Conscious Incompetence, then to Conscious Competence, and eventually to Unconscious Competence (Broadwell, 1969; Zeb, 2020). The other stage at which experienced teachers act is typically at their final level, where behaviors such as classroom management and questioning are complex and, after use, become automatic. It is hard to elaborate on the exact required steps because of their expertise (Eraut, 2004). Most of these internalized behaviors can be a manifestation of NLP-compatible communication and interaction patterns that one develops unconsciously over time.

2.5. Experiential Learning and Reflection-in-Action.

Teacher learning is mainly based on experience. This is developed as a result of active interaction, observation of results, and the constant improvement of future practice (Dewey, 1938; Kolb, 1984). This was theorized by Schön (1983) as reflection-in-action, in which practitioners change their approaches on the spot in response to situational signals. Communication patterns and interactional skills, in accordance with NLP approaches, may acquire an ultimate anthropomorphic turn and be performed automatically in repetitive cycles.

This process of repetition enables the communication method and interactional skills that follow the NLP principles to become internalized and automatic.

According to Zeb (2020), Pakistani teachers' communicative competencies are latent and develop over the course of this experiential learning rather than being taught. Other viewpoints (Richards & Lockhart, 1994) hold the same opinion, maintaining that these tacit skills are worthy professional knowledge. Interviews with teachers revealing their descriptions of these intuitive practices provide information about their reflective and flexible knowledge (Farrell, 2015; Merriam & Tisdell, 2015).

2.6. Theoretical Framework

This study is grounded on the essential ideas of Neuro-Linguistic Programming (NLP) and its problems in interpersonal communication and pedagogy in particular. These include rapport, representative systems (VAK), pacing, leading, flexibility, and influential language patterns (Bandler & Grinder, 1975; O Connor, 2001). The ideas can serve as an analytical tool for examining teachers' beliefs and practices through unconscious NLP alignment.

The perspectives are divided into three support categories:

Interactionism and Social Constructivism (Vygotsky, 1978): These schools of thought stress the fact that learning occurs socially during interaction. They are accompanied by the NLP understanding, according to which the keys of effective teaching lie in communication and rapport. The consideration teachers make regarding interaction and relationship engagement is vital to this study.

Experience Learning Theory (Kolb, 1984; Dewey, 1938): It is possible to talk about the creation of knowledge within the circles of experience, reflection, and adaptation. It helps to explain how teachers acquire NLP skills through recurrent experiences.

Skill Acquisition Models (Broadwell, 1969; Zeb, 2020): The models elucidate the development of involved pedagogical behaviors as they progress from conscious to automatic performance. It is a combination of such structures that offers theoretical soundness for research on elegant communication strategies that lie at the heart of NLP and could be unconsciously applied to the pedagogical life of experienced teachers. They also point to how professional knowledge gained through socialization and experience can be translated into effective teacher behaviours in the Pakistani ELT setting.

3. Methodology

3.1 Research Approach and Design

This study followed a qualitative, exploratory research design to examine how, unconsciously, the principles of Neuro-Linguistic Programming (NLP) were applied in the beliefs and self-reported practices of Pakistani English language teachers. It was appropriate since the qualitative methodology was intended to develop a profound insight

into the experiences and thoughts of the teachers and their classroom logic, and not to quantify the themes or create a product of cause and effect.

This required an exploratory orientation, as the unconscious instillation of NLP principles in ELT practices has not been extensively researched in the Pakistani setting. The research, hence, aimed to explore tendencies in behaviour and language use, as well as teaching theories aligned with NLP, despite teachers not being fully aware of how to implement them.

3.2 Context and Participants

The study was carried out in the framework of English Language Teaching (ELT) at the university level in Punjab, Pakistan. English is a mandatory course in many subjects in this environment and thus forms an important part of tertiary education.

In this context, English is taught as a mandatory course across different academic fields and is a core element of higher education.

The target group was the university-level English language teachers who have a long period of teaching experience. Participants selected were purposively selected because they were likely to give in-depth, contextually rich information. Ten Punjab universities were used in accordance with their accessibility and relevance to the programs. In every institution, two teachers were selected on a random basis, making the number of participants twenty.

The criteria used to select them were: their degree must be at least at the Master's level (MPhil or PhD), and they must have taught for at least 5 years in English, Linguistics, or ELT. This was to make sure that the participants had acquired mature pedagogical practices and reflective awareness. A mix of the public and the private sector universities had been used to attract difference in institutional settings and teaching conditions.

3.3 The Research Instrument: Semi-Structured Interview.

The main study instrument was the formulation of a semi-structured interview protocol. It examined how unconsciously teachers used NLP principles in classroom practices and professional beliefs. The interview questions were categorized based on fundamental NLP concepts like rapport-building, flexibility of communication, result orientation and representational systems (VAK).

The instrument had 10 open-ended questions that prompted participants to provide detailed descriptions of their classroom experiences, teaching philosophy, and communication techniques. The questions were phrased in an approachable way to enable participants to respond and reflect. This method also allowed the researcher to unravel what had already been covered in the participants' experiences and to identify underlying trends that corroborated NLP principles, without conscious knowledge.

3.3.1 Expert Validation of the Instrument

To achieve validity and situation appropriateness, the experts in English Language Teaching (ELT) and Applied Linguistics (five) reviewed the interview tool. Their review narrowed the instrument to a clear and coherent instrument with objectives of the study.

Associate Professor, Dr. Noshaba Younus, Riphah International University, Faisalabad, praised the instrument as successful in its ability to connect the constructs of NLP and the realities of ELT classrooms. She validated its situational appropriateness to Pakistani higher education.

Dr. Saeed Akhter who is also an Associate Professor at the Riphah International University, Faisalabad enjoyed the clarity and focus of the instrument. He noted that its design promotes any reflective and genuine responses of the teacher.

Muhammad Akhter, the Lecturer in English, emphasized the synthesis of both theoretical orientation and practicality in the classroom that the tool has had. He liked the fact that the questions were phrased in a natural way that would allow the participants to share their experience comfortably.

The correspondence of the interview questions to the main principles of NLP was confirmed by Dr. Asif, a member of the COMSATS University, Faisalabad. He hoped that the instrument would yield quality qualitative information about the unconscious behaviors and strategies of communication of the teachers.

Afshan Gul Shehzadi, a Lecturer in English, approved of the simplicity of language and cultural compatibility of the questions. She has stressed that the instrument is aligned with the realities of the local ELT classrooms.

According to the suggestions by experts, some minor linguistic revisions and sequencing changes were adopted. The validation also established the content validity, contextual appropriateness, and consistency of the tool used in the interview with the objective of the study to investigate unconscious NLP application in ELT.

3.4 Data Collection Procedure

3.4.1. Data Collection

The participants were interviewed one-on-one in a cozy atmosphere, and semi-structured interviews were conducted. The participants were placed in the knowledge about the purpose of the study, confidentiality and the right to leave the study during each session. Each interview lasted between 40 and 60 minutes and was tape-recorded with the participants' consent. The interviewer was also flexible as she continued the conversations, asking more clarifications and explanations when necessary. This was an interactive method that prompted the participants to ponder over their teaching beliefs, styles of communication, and classroom practices. It was shown that many of the answers displayed

implicit application of NLP-related skills like reframing, rapport building, and sensory engagement. All the records were transcribed verbatim to be analyzed systematically.

3.4.2. Data Analysis

The thematic analysis was used to analyze qualitative data, as suggested by Braun and Clarke (2006, 2012). The analysis was done in five stages:

Familiarization: Transcripts were read severally to come up with an in-depth comprehension of the responses by the participants.

Initial Coding: Relevant passages of data in regards to communication, motivation, and teaching philosophy were selected and coded.

Theme Development: The codes were classified into possible themes that showed unconscious NLP patterns and reflective beliefs in teaching.

Theme Review and Refinement: Themes were checked on coherence and distinctiveness and overlapping themes were corrected or merged. Naming and Defining Themes: The names of all the themes were well defined and correlated with appropriate NLP constructs.

The key themes were chosen using representative quotations. The quotes were incorporated into the analytical story to illustrate how teachers implicitly employ NLP strategies in ELT.

3.5. Ethical Planning and Reliability.

Ethical procedures were strongly observed during the study. Several strategies were used to establish the credibility of the findings, such as member checking, peer debriefing, and maintaining an audit trail to document decision-making. Direct quotations were provided to increase credibility and authenticity. All these measures enhanced the credibility and reliability of the qualitative analysis.

4. Data Analysis

4.1 Introduction

The chapter presents a qualitative study of the information gathered using semi-structured interviews of 20 English Language Teaching (ELT) practitioners in 10 institutions in Punjab, Pakistan. This was done to investigate the extent and unfamiliar uses of Neuro-Linguistic Programming (NLP) principles in teachers' classroom beliefs and self-reported practices.

The thematic analysis was used to analyze the data following the methodological framework presented in Chapter 3 (Braun & Clarke, 2006, 2012). This strategy helped identify recurring patterns and meanings in the interviews, which determined how NLP-related principles came to the fore through intuition in the teaching practices.

4.2 Thematic Analysis Process

The rigor and credibility of the analysis were ensured by following a systematic multi-stage process.

Familiarization: The transcripts were read multiple times to gain a clear understanding. Preliminary records included repetitive concepts regarding classroom communication and motivational patterns, rapport, and the teacher's flexibility.

First Code: The data were first coded line by line, and the main phrases that represented teachers' communication style, their pedagogical approach, and their reflexive utterances were identified. The codes that were formed included building comfort, adjusting language, simplifying explanation, empathy, and praise.

Themes searching: The first codes were categorised into more general patterns. Coded related variables were then grouped into assumed themes, including rapport building, flexibility, and positive framing. Visual maps were developed to understand how different codes are associated with unconscious NLP applications.

Theme Checking: Themes were reduced in order to ensure internal consistency and uniqueness with respect to others. This phase allowed the creation of themes aligned with teachers' views and the study goals.

Defining and Naming Themes: The final themes were defined and labeled to summarize each theme's main meaning, focusing on whether the behaviors in question were intuitive or unconscious.

Reporting: The last step consisted of integrating the thematic findings into a logical narrative, accompanied by direct quotes from participants (both identified as T1-T20).

4.3 Overview of Themes

Thematic analysis indicated the existence of 5 overarching themes that demonstrate how the strategies used by Pakistani ELT teachers are unconsciously based on the principles of NLP:

- ❖ Rapport Building via Intuition and Empathy.
- ❖ Ineffective Adaptation in Communication and Unconscious Adaptation.
- ❖ Implicit Implication of Motivational Language and Positive Framing.
- ❖ Naturalistic, Outcome Orientation, and Relevance Behavior.

These are the Positive Beliefs about the Learners that are based on Positive Implications (Implicit Presuppositions).

4.4 Detailed Analysis of Themes

Theme 1: Unconscious Rapport Building by Connection and Empathy.

Educators and instructors always stress that the classroom must be a comfortable, trusting environment. They talked about building rapport by being empathetic, interested, and listening.

According to T1, students can learn best when they are at ease. When they fear making mistakes, they will not speak. Likewise, T2 followed up with, "A positive

atmosphere can assist." They will be ready to take risks if they trust the teacher and feel safe.

Some participants noted that they were personal in their interactions with students. T4 replied, "It helps to find some common ground with one another at the beginning of the semester. T17 described it through the idea that I take an interest in their areas, which causes them to open up. These activities reflect a natural attempt to gather students' opinions, a significant aspect of the NLP rapport principle.

Non-verbal behaviors also influenced rapport. T2 answered, "A Nod or a smile, sometimes, can encourage a shy student to keep on. These unplanned behaviors demonstrate unconscious conformity to NLP's focus on non-verbal communication and empathy.

Theme 2: Inflexibility and Adaptation to Communication Unconsciously.

Many teachers reported instinctively shifting their speech, tone, and delivery in response to students' responses, reflecting the NLP principle of openness to new experience.

As T1 described it, when they seem not to understand, then I simplify my language. T3 replied, "I make analogies or simpler examples when I think they have been missed. Equally, T4 noticed that when energy falls, I move around or speak energetically.

Teachers addressed various learning preferences (visual, auditory, kinesthetic) as well, unconsciously: "I would draw pictures or narrate a story, so that the idea could be understood (T5). These automatic switches exhibit the representational systems (VAK) model of NLP alignment.

Theme 3: Use of Motivational Language, Competing Themes, and Positive Framing implicitly.

Participants tended to tell their stories with encouraging words, not about mistakes, but about improvements. This is a positive framing of NLP.

T7 clarified, in case they make the wrong answer, Good try, or You are close. T1 explained: When students say this is too hard, I would repeat it and say, "Which part do you consider the hardest?"

Problem-solving and resilience are promoted through such reframing. Teachers also emphasized future results: "I say so frequently, once we get through this, you will find the next job easier (T4). This aligns with the NLP concept of future pacing, in which positive expectations are expressed through language.

Theme 4: Naturalistic Outcome Orientation and Relevance-Seeking.

Educators were often highly focused on goal clarity and content relevance—comparable to the NLP outcome-oriented principle.

According to T5, students are only kept going when they realize the practical importance of English in their discipline. T11 said, I did not like role-plays till I mentioned to her that role-plays are like job interview preparations. Then they became enthusiastic.

A large number of people spoke of de-escalation: I break large writing tasks into smaller and manageable bits (T3). This kind of chunking makes learning palatable, which aligns with NLP approaches to defining and achieving results.

Theme 5: Positive Beliefs about Learners Underlying (Implicit Presuppositions)

The beliefs expressed by the participants reflect some of the presuppositions of NLP, including the idea that it should respect the individuality of every learner and assume that students can achieve.

T15 replied, it is necessary to demonstrate to them that you think they can do better. T13 said, I never refute their opinion even when I disagree.

This reflects the NLP concept that the map is not the territory, recognizing that learners perceive the world in their own unique ways. The communication and feedback styles used by teachers imply that they act on positive, empowering assumptions about their students.

4.5 Summary

The results show that Pakistani ELT teachers are unconsciously applying numerous fundamental NLP principles in their teaching practice. They establish a relationship based on empathy, intuitively adjust their communication, use positive language, maintain clear objectives, and foster empowering beliefs among learners. Though none of the interviewees mentioned receiving formal NLP training, their intuitive responses demonstrate key NLP principles, including rapport, flexibility, positive framing, outcome orientation, and presuppositions. These lessons point out that successful instruction usually naturally weaves in patterns of NLP-like communication, and there is a high likelihood of professional development grounded in NLP principles and practices in ELT.

5. Conclusion

This chapter presents the significant findings, how they have been interpreted in light of the research questions, and the general conclusions from the data. The chapter also offers empirical guidelines for English language teachers, teacher educators, and researchers interested in examining the implicit role of Neuro-Linguistic Programming (NLP) in English Language Teaching (ELT) practices in Pakistan. The purpose of the research was to examine the unconscious application of NLP principles by Pakistani ELT professionals, particularly the extent to which teachers' practices and beliefs may reflect an NLP-compatible strategy, even though they may not be consciously aware of the framework. The discussion below illustrates how intuitive teaching behaviors parallel NLP principles, such as rapport building, flexibility, motivational communication, and goal-

oriented instruction. The results of this qualitative investigation showed that Pakistani university teachers often use classroom communication strategies associated with NLP, although they are unaware of the terms used in the model. Their exemplary instincts in teaching are a beat of human contact, a grasp of human psychology, and proper communication skills, which, in most cases, are documented in NLP records.

Rapport building was one of the most powerful trends. Most educators stressed the need to build trust and relationships before learning could be done at an appreciable level. They explained the use of strategies such as empathy, active listening, and the acknowledgment of learners' differences. These activities directly indicate that NLP believes in building rapport, which will form a foundation of influence and learning activities. Teachers also used to comment that students' emotional security made them more receptive and communicative, a finding consistent with NLP, which holds that effective communication should start by matching and pacing the learner's state of mind.

The second important theme concerned adaptation and flexibility. Teachers stated that they needed to adjust their tone, language level, and teaching style based on students' verbal and nonverbal feedback. A lot of phrases were thrown around, such as 'reading the room,' 'feeling lost,' and 'changing pace' when the students lost their way. This is the type of behavior in which the NLP principle that determines communication effectiveness can be assessed from the response. These results suggest that Pakistan ELT teachers can utilize feedback loops (monitoring learners' responses and adjusting delivery to suit learners) without NLP training. This professional intuition is very high in this adaptive behavior, as it has been developed over years of classroom work.

The third discovery mentioned the application of motivational and positive language. Naturally, teachers were keen to use a positive tone, recast mistakes as learning experiences, and provide students with motivating personalities to keep them motivated. This aligns with the reframing and positive linguistic construction of NLP to improve learning conditions. Some respondents noted that words can either build or destroy a learner's confidence, indicating their awareness of the psychological power of language. These observations highlight the importance of linguistic choice, which may be automatic, but they also demonstrate that mastering NLP-style motivational discourse requires an unconscious skill.

The fourth emerging theme, outcome orientation, revealed a tendency among teachers to emphasize the clarity of goals, their relevance, and the progression of learning in stages. They assisted students in relating lessons to real-world applications, an example of setting well-formed outcomes in NLP. The teachers' idea of dividing the lesson into smaller tasks that can be completed in a relatively short period is reminiscent of the NLP concept of chunking larger objectives into smaller parts, so that students feel a sense of achievement and progress.

Lastly, the beliefs held by teachers regarding the learners reflected well with the positive presuppositions of NLP. They always believed in the potential of every learner, recognized the uniqueness of each learning style, and viewed mistakes as opportunities to grow. Such beliefs reflect NLP principles: every person has the resources to succeed, and the map and the territory are different, meaning that every learner views and uniquely interprets the world. These beliefs foster a non-judgmental, understanding teaching atmosphere in which communication is based on learners' needs rather than on the rules of effective pedagogy. Generally speaking, the results indicate that these ELT professionals possess Intuitive communicative Intelligence, formed through experience, thought, and interaction. Their activities have brought them to a state of unconscious effectiveness, in which they use highly efficient communication strategies without recourse to any productive NLP framework. This proves that the expert educators intuitively progress towards communicative acts that replicate systematic psychological paradigms of communication.

The study directly addresses the research questions, providing insights into the functioning of unconscious NLP alignment in Pakistani ELT. The intuitive practices of teachers imply that good pedagogy is not procedural; rather, it is a relationship and a form of communication. The fact that they can adjust to learners' needs and foster emotional safety projects the humanistic aspects of teaching, which NLP systematizes. Their approaches may work, but are usually not systematic but haphazard. Such consciousness denies the possibility of consciously refining or presenting best practices. If teachers realized that their intuitive capacities align with NLP strategies, they could harness their abilities and actively apply them across a wide range of situations. Addressing this issue between unconscious practice and conscious use can help build teacher confidence and consistency in instruction. The results are consistent with the existing literature that emphasizes reflective teaching and experiential learning (Schon, 1983). The communicative competence of teachers is a type of tacit knowledge, acquired through observation, experiment, and reflection rather than being taught. This concurs with Zeb's (2020) statement about latent communicative competencies among experienced educators. The evidence supports the idea that effective ELT practice is all about communication, empathy, and adaptability, and that these can be formulated and improved through NLP-based training.

The study concludes that the trained Pakistani English language teachers who taught at universities automatically employ strategies supported by NLP and align with them. They are highly intuitive in their pedagogy, as evidenced by rapport-building, adaptive communication, motivational feedback, and outcome-focused instruction. Their attitudes toward learners' potential and their ability to transform through language influence the psychological and communicative depth of their teaching even further. The

experience gained through learning and working as a professional is a major contributor to the development of these intuitive competencies. NLP principles, however, are unconsciously applied by these teachers, making it impossible to systematize and transfer skills to others. Explicitizing these patterns through reflection and professional growth may enable the intuitively directed behaviors to become systematic teaching strategies that can be repeated.

6. Recommendations

Based on these findings, there exist several recommendations:

6.1. For ELT Teachers

Educators must be part of reflective educational practice regarding classroom conversation, emotional connection, and motivation. They can find one another and refine their intuitive strategies through peer observation, journaling, and self-evaluation.

In case of Teacher Educators and Institutions:

NLP-based communication, rapport building, and motivation modules should be covered in the training programs. Professional development can also be made more contextually sensitive by recognizing and building on teachers' experience.

6.2. For Future Research

Further research should incorporate classroom observations to confirm suggested practices in self-reports and to investigate the presence of non-aware NLP use among novice educators and in other grades. Researching how students perceive teacher communication may also provide informative insights into the relationships that occur in classrooms teaching English. Ultimately, this paper points to the outstanding intuitive abilities of Pakistani ELT teachers, who, through their non-academic training in NLP, are intuitively competent to apply communication strategies that resonate with NLP. The innate nature of their command of these patterns is another indication of the strong interrelation between human interaction, language, and learning. Through awareness-raising about such practices, research-based and teacher educators can play a role in fostering more reflective, responsive, and effective English language teaching in Pakistan.

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