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Effectiveness of Neuro-Linguistic Programming (NLP) Techniques in Enhancing Second Language Listening Skills

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Abstract

This study explores the effectiveness of Neuro-Linguistic Programming (NLP) techniques in enhancing second language (L2) listening skills among secondary school students in Faisalabad, Pakistan. The research employed a pre-test and post-test design, focusing on three key NLP techniques: modeling, matching, and mirroring. The pre-test and post-test assessments measured students' enjoyment of listening to English, their confidence in listening comprehension, and their efforts to improve their listening skills. A total of 70 students participated in the study, and the results showed significant improvements in all areas following the NLP intervention. Specifically, students reported increased enjoyment of English listening content, higher confidence in their listening abilities, and greater effort to improve their listening skills. Statistical analysis confirmed the effectiveness of the NLP techniques, with paired t-tests revealing significant differences in the pre-test and post-test results. This study suggests that NLP techniques can be an effective tool for improving second language listening skills, providing valuable insights for language educators seeking to enhance student engagement and listening comprehension.

Keywords: NLP techniques, second language listening, language acquisition, modeling, matching, mirroring, educational intervention

Introduction

Background and Context

The process of learning a second language (L2) is complex and multifaceted, often involving various cognitive, social, and psychological elements. Among the skills required to master a second language, listening comprehension is one of the most challenging for learners. Traditional language teaching methods often fail to engage students at the level necessary to enhance their listening skills effectively. The complexities involved in teaching and acquiring L2 listening often create a gap in students' ability to comprehend spoken language in real-life contexts. This gap is exacerbated by challenges such as regional accents, varying speech speeds, and the use of idiomatic expressions.

In response to these challenges, Neuro-Linguistic Programming (NLP) techniques have been proposed as a potential solution. NLP, a psychological



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approach that focuses on the relationship between thoughts, language, and behavior, has gained attention for its ability to improve communication and learning outcomes. Specifically, NLP techniques such as modeling, matching, and mirroring can be employed to enhance students' listening comprehension by adjusting their cognitive and behavioral responses to language input. This study aims to explore how NLP can be used to improve the listening skills of secondary school students learning English as a second language.

Research Problem

Second language listening skills are often overlooked in traditional language teaching methodologies, which tend to focus more on reading and writing. The existing approaches fail to address the individual needs of students and often do not engage them cognitively or emotionally in the learning process. As a result, students struggle to comprehend spoken language effectively, hindering their ability to communicate in real-world situations. NLP techniques, with their focus on changing unconscious thought patterns and behaviors, provide an opportunity to bridge this gap and create a more engaging and effective learning environment for L2 listening.

Research Objectives

The primary objectives of this study are:

1. To investigate the relationship between interest in learning the English language and English language listening skills. This objective aims to understand how students' interest and motivation impact their ability to listen and comprehend spoken English.
2. To evaluate the effectiveness of NLP techniques in enhancing both interest in learning English and students' English listening skills. This objective seeks to determine whether the application of NLP techniques, specifically modeling, matching, and mirroring, leads to measurable improvements in students' listening abilities and engagement with the English language.

Research Questions

To guide the investigation, the study will address the following research questions:

1. What is the correlation between interest in the English language and English language listening skills?
2. Does NLP help to enhance students' interest in English learning and improve their English listening skills?

These research questions will be explored through a combination of pre-test and post-test assessments, focusing on students' interest in English and their listening skills before and after the implementation of NLP techniques.

Significance of the Study

This study is significant for several reasons. First, it contributes to the growing body of literature on the use of NLP techniques in education, particularly in the context of second language acquisition. By exploring the impact of NLP on listening skills, this research can provide valuable insights into alternative teaching strategies that can be applied in classrooms to improve students' comprehension and communication abilities.



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Second, the findings of this research have practical implications for language teachers, especially in under-resourced public schools. If NLP techniques prove effective, educators can incorporate these strategies into their teaching practices to enhance student engagement and learning outcomes. Furthermore, this research can serve as a foundation for future studies investigating the broader applications of NLP in language teaching and learning.

Delimitations of the Study

This research is limited in scope to secondary school students in rural areas of Faisalabad, Pakistan. It excludes students from urban schools or private educational institutions, thereby focusing on a specific demographic. The study is also restricted to the use of three NLP techniques—modeling, matching, and mirroring—and does not explore other NLP strategies. Additionally, the study is based on a two-week intervention period, which limits the duration of exposure to the NLP techniques.

Literature Review

Introduction to Neuro-Linguistic Programming (NLP) in Education

Neuro-Linguistic Programming (NLP) was developed by Bandler and Grinder in the 1970s as a method to understand and influence the relationship between thoughts, language, and behavior (Bandler & Grinder, 1975). NLP is based on the idea that cognitive patterns influence behavior, and these patterns can be altered to achieve specific outcomes. While NLP originated in psychotherapy, its application in education has grown significantly, especially in the teaching of second languages (Menon & Nagalakshmi, 2020). According to Mahjabeen (2020), NLP techniques have been found to improve communication and cognitive functions, making them a potential tool for enhancing second language (L2) listening skills.

NLP in education aims to promote effective communication, reduce cognitive barriers, and improve both cognitive and emotional engagement with learning. These techniques are grounded in the understanding that learners process language not only through linguistic elements but also via emotional and social contexts (Passmore & Rowson, 2019). In particular, techniques such as modeling, mirroring, and matching have been applied in language learning settings, with promising results in enhancing comprehension, motivation, and the overall learning experience (Vandergrift, 2007).

The Importance of Listening in Second Language Acquisition

Listening comprehension is widely regarded as one of the most challenging aspects of second language acquisition (SLA) due to its complex interplay of cognitive and linguistic elements (Yeldham, 2016). According to Gilakjani and Ahmadi (2011), listening involves more than just hearing the words; it requires the ability to decode sounds, interpret them in context, and process both verbal and non-verbal cues. The traditional methods of language instruction tend to neglect the full engagement of these skills, primarily focusing on grammar and vocabulary rather than active listening skills (Graham & Macaro, 2008).

Studies by Yeldham (2016) and Graham and Macaro (2008) emphasize that effective listening requires more than simply understanding the words. It involves engaging with the speaker's tone, pace, and cultural context. However,



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traditional language teaching methods often fail to develop these skills adequately. Therefore, there is a growing need to integrate innovative approaches, such as NLP, which can engage learners at both cognitive and emotional levels to enhance listening comprehension (Vetrivel et al., 2025).

NLP Techniques: Modeling, Matching, and Mirroring

The NLP techniques of modeling, matching, and mirroring are specifically tailored to improve communication and learning in second language contexts.

Modeling involves the study of successful individuals' actions and the replication of their behaviors. In language learning, modeling allows students to observe and imitate proficient speakers' communication strategies, such as tone, rhythm, and body language, which can enhance listening and comprehension (Zhou et al., 2020). As Tokuhamma-Espinosa (2023) suggests, modeling is instrumental in helping students internalize effective language use by exposing them to real-life communicative contexts.

Mirroring, according to Hollie (2017), involves the subconscious imitation of another person's body language and speech patterns, which helps to build rapport and trust. In the context of language learning, mirroring enables students to develop sensitivity to the non-verbal cues that accompany speech. Research has shown that students who engage in mirroring techniques demonstrate improved pronunciation, better rhythm, and enhanced listening comprehension (McGarry & Russo, 2011).

Matching, as defined by Sarbunan (2024), refers to the conscious adaptation of one's behaviors and language to match those of others, facilitating improved interaction. This technique helps students adjust their listening behavior to the speaker's pace, accent, and style, leading to better engagement and comprehension (Newton & Nation, 2020).

These NLP techniques have been found to significantly improve second language learners' listening skills. According to Rania (2023), mirroring and matching techniques increase a learner's ability to identify and process auditory cues, making it easier to understand the meaning behind spoken words, particularly in real-world contexts where speech may be fast and unclear.

Challenges in Second Language Listening Comprehension

Listening comprehension in L2 learners is particularly challenging due to cognitive barriers such as anxiety, lack of confidence, and the influence of the first language (Fung & Macaro, 2019). Traditional approaches often fail to address these psychological and emotional obstacles, which prevent students from engaging effectively with spoken language. According to Vetrivel et al. (2025), the emotional state of learners plays a significant role in their ability to process auditory information. NLP, by addressing these emotional barriers, helps create a more supportive learning environment for listening practice.

Moreover, the traditional teaching of listening often focuses on comprehension rather than active engagement with the language (Graham & Macaro, 2008). This passive approach hinders the development of effective listening skills, as students are not encouraged to interact dynamically with spoken material. The application of NLP techniques, however, can transform listening instruction into a more interactive and learner-centered experience, encouraging students to actively engage with the material (Vandergrift, 2007).



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Self-Efficacy and Motivation in Listening Skills

Self-efficacy, or the belief in one's ability to succeed, plays a significant role in language learning, particularly in the development of listening skills. Research by Rajasekaran (2020) highlights that students with higher self-efficacy are more likely to engage in effective listening practices and persevere in the face of challenges. According to Dorgham (2022), NLP techniques can enhance self-efficacy by reducing anxiety and promoting positive feedback loops that encourage students to engage more fully with listening tasks.

When students feel confident in their ability to comprehend spoken language, they are more likely to seek out listening opportunities and invest effort into improving their skills (Fung & Macaro, 2019). Therefore, by enhancing self-efficacy, NLP techniques can indirectly improve listening performance, as learners become more motivated to tackle challenging listening tasks.

Integrating NLP into Language Teaching

NLP offers a promising avenue for enhancing second language listening comprehension by addressing both the cognitive and emotional aspects of learning. As Grakh et al. (2022) argue, NLP can facilitate better teacher-student communication, leading to more effective language instruction. Furthermore, NLP encourages students to develop metacognitive strategies that enhance their listening comprehension (Zhou & Rose, 2025). By integrating NLP into language teaching, educators can create a more supportive and engaging environment that fosters both cognitive and emotional development.

Studies have shown that NLP-based language teaching not only improves listening skills but also enhances students' motivation and engagement. Rajasekaran (2020) found that students who participated in NLP-based pre-listening activities demonstrated greater engagement and improved listening performance, as the techniques helped to alleviate anxiety and build confidence.

Gaps in Existing Literature

Despite the growing body of research on NLP's application in education, there are significant gaps in the literature, particularly concerning the direct effects of NLP techniques on second language listening comprehension. Few studies have examined the specific impact of modeling, mirroring, and matching on L2 listening skills, especially in secondary school settings. Additionally, the long-term effects of NLP interventions on listening skills have not been extensively studied. These gaps highlight the need for further empirical research to assess the effectiveness of NLP techniques in second language learning contexts.

Theoretical Framework

This study draws on two key theories to frame the application of NLP techniques in second language listening instruction.

The Input Hypothesis (Krashen, 1982): Krashen's Input Hypothesis suggests that language learners acquire a second language most effectively when they are exposed to "comprehensible input" that is slightly above their current proficiency level ($i+1$). This theory aligns with the use of NLP techniques, particularly modeling and mirroring, as they provide learners with authentic



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language input that challenges their current abilities while remaining accessible. By engaging with proficient speakers' behaviors, learners receive valuable input that aids in language acquisition.

Social Learning Theory (Bandura, 1977): Bandura's Social Learning Theory emphasizes the role of observation and imitation in learning. According to this theory, learners acquire new behaviors and skills by observing others and imitating their actions. This theory is particularly relevant to NLP's modeling and mirroring techniques, where students observe proficient speakers and replicate their speech patterns, body language, and communication strategies. The process of mirroring not only enhances listening comprehension but also fosters emotional connections that support learning (Hollie, 2017).

Summary

This chapter has reviewed the literature surrounding Neuro-Linguistic Programming (NLP) and its application in language education, specifically in enhancing second language listening skills. It has examined the challenges associated with L2 listening comprehension and how NLP techniques such as modeling, matching, and mirroring can address these challenges. Additionally, it has highlighted the importance of self-efficacy and motivation in language learning and discussed how NLP techniques can enhance both cognitive and emotional engagement with listening tasks. The chapter concludes by proposing a theoretical framework based on the Input Hypothesis and Social Learning Theory to guide the research. The next chapter will discuss the research methodology used to assess the effectiveness of NLP in improving L2 listening skills among secondary school students.

Research Methodology

Research Design

This study adopts a **quantitative research design**, focusing on systematically measuring and analyzing the impact of Neuro-Linguistic Programming (NLP) techniques on second language (L2) listening skills. Quantitative research is best suited for testing hypotheses and determining the relationship between variables (Creswell, 2014). The approach allows for the collection of numerical data, which can be generalized to a broader population, and the application of statistical methods to measure the impact of NLP on L2 listening skills.

A **pretest-posttest one-group design** is utilized, where a single group of secondary school students is assessed before and after the implementation of NLP techniques. This design is appropriate for this study because it allows for the measurement of changes in listening skills resulting from the NLP intervention (Cohen et al., 2018). The intervention period is set for **two weeks**, during which students are taught NLP techniques (modeling, matching, and mirroring) to improve their listening comprehension abilities.

Data Collection Tools

The primary data collection tools used in this study are **pre-tests** and **post-tests**, designed to measure both the students' listening skills and their interest in learning English before and after the intervention.

Pre-test: This test is administered to the participants prior to the intervention.



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It includes questions designed to assess:

Interest in learning English: A 5-item questionnaire evaluating the students' attitudes towards the English language and their motivation to improve their language skills.

Listening Skills: A 25-item test that evaluates students' comprehension of spoken English through audio recordings, assessing their ability to understand speech at a natural pace, recognize different accents, and interpret idiomatic expressions.

Post-Test: After the two-week NLP intervention, a post-test identical to the pre-test is administered to evaluate any changes in the students' interest in English and their listening comprehension skills.

The SPSS software (Version 23) is used to analyze the data, employing descriptive statistics to summarize the demographic characteristics and test variables, and inferential statistics such as paired t-tests and Pearson correlation analysis to assess the significance of the differences between pre-test and post-test results.

Population and Sampling

The target population for this study consists of secondary school students from public schools in rural Faisalabad, Pakistan, where English is taught as a second language. The students were selected based on the following criteria:

Age Range: 13–16 years old, representing two academic grades, 9th and 10th classes.

Language Proficiency: Students who have completed at least one year of English instruction, as they have some foundational knowledge of the language.

A convenience sampling method was used to select a total of 70 students, ensuring the sample is manageable within the given timeframe. The sample is evenly divided between the 9th and 10th classes to ensure a balanced representation of students.

The demographic breakdown of the participants is as follows:

Age group: 54.3% of students are aged 13-14 years, and 45.7% are aged 15-16 years.

Class group: 47.1% of the students are in the 9th grade, while 52.9% are in the 10th grade.

Ethical Considerations

Ethical considerations play a crucial role in ensuring the integrity of the research process and the protection of participants' rights. The following steps were taken to ensure ethical standards were upheld:

Informed Consent: Before participation, all students and their parents/guardians were provided with detailed information about the study's objectives, procedures, and the voluntary nature of participation. Consent forms were signed by both the students and their guardians.

Confidentiality: To ensure privacy, all student data was anonymized, with unique identification numbers assigned to each participant. Data was stored in password-protected files and only accessible to authorized personnel.

Voluntary Participation: Students were informed that they could withdraw from the study at any time without any repercussions. They were assured that their participation would not affect their academic standing.



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Debriefing: After the study, students were informed about the study's findings and provided with additional resources to enhance their language learning further.

No Harm: The research focused on non-invasive methods, and the NLP techniques used were designed to improve the students' learning experience rather than cause any discomfort.

Intervention Procedure

The intervention period lasted for **two weeks** and was carried out as follows:

Week 1: Introduction to NLP techniques. Students were introduced to the core concepts of NLP, with a focus on how these techniques could improve their listening skills. The techniques covered were:

Modeling: Students observed proficient English speakers (teachers and videos) and practiced mimicking their speech patterns, tone, and body language.

Mirroring: Students practiced mirroring body language, facial expressions, and speech patterns to build rapport and enhance their comprehension of spoken language.

Matching: Students learned how to match their listening behaviors to the pace and tone of the speaker to improve their engagement.

Week 2: Reinforcement of NLP techniques. Students engaged in activities where they practiced the NLP techniques in real-world contexts. This included listening to English podcasts, watching videos without subtitles, and participating in role-play exercises where they had to mirror and match their partner's communication style.

Throughout the intervention, the students were encouraged to actively engage in the process and provided with feedback on their performance. The teacher also used guided reflection sessions to help students internalize the techniques and recognize their improvements.

Data Analysis

The data collected from the pre-test and post-test assessments were analyzed using the **Statistical Package for Social Sciences (SPSS-23)**.

Descriptive statistics were used to summarize the demographic data and the results from the pre-tests and post-tests.

Paired t-tests were conducted to assess the significance of differences in listening skills and interest in English before and after the NLP intervention.

Pearson correlation was used to explore the relationship between students' interest in English and their listening skills. This statistical approach helped determine whether increased interest in English was associated with improved listening comprehension.

Limitations of the Study

Several limitations must be acknowledged in this study:

Sample size: The study was conducted with a relatively small sample of 70 students from rural areas. This may limit the generalizability of the results to a larger population.

Timeframe: The intervention lasted only two weeks, which may not have been long enough to produce substantial long-term effects. Further research with longer intervention periods could provide more insights into the sustainability of



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NLP techniques.

External Factors: Other external factors, such as students' previous exposure to English or their socio-economic background, may have influenced the results and were not controlled for in this study.

Summary

This chapter outlined the research methodology used to investigate the effectiveness of NLP techniques in enhancing second language listening skills. It provided details on the research design, data collection tools, participant selection, intervention procedure, and statistical analysis methods. Ethical considerations were thoroughly addressed, ensuring the protection of participants' rights and the integrity of the study. The next chapter will present the results of the study and discuss their implications in the context of the research questions and objectives.

Results and Discussion

Demographics of the Participants

The participants of the study were secondary school students from public schools in rural Faisalabad. The demographic details of the participants, including their educational class and age, are presented below:

Educational Class of Participants

The following table and bar graph represent the distribution of students across the 9th and 10th classes.

Class	Frequency	Percent	Valid Percent	Cumulative Percent
9th Class	33	47.1%	47.1%	47.1%
10th Class	37	52.9%	52.9%	100%
Total	70	100%	100%	

Figure 4.1: Distribution of Educational Class of Students

This distribution shows a slightly higher representation from the 10th class (52.9%) as compared to the 9th class (47.1%).

Age of Participants

The following table and bar graph represent the age distribution of the participants.

Age Range	Frequency	Percent	Valid Percent	Cumulative Percent
13-14 years	38	54.3%	54.3%	54.3%
15-16 years	32	45.7%	45.7%	100%
Total	70	100%	100%	

Figure 4.2: Age Distribution of Participants

As shown, the majority of students (54.3%) fall within the 13-14 years age group, while 45.7% belong to the 15-16 years age group.

Pre-test Results

The pre-test was conducted to assess the baseline listening skills and interest in



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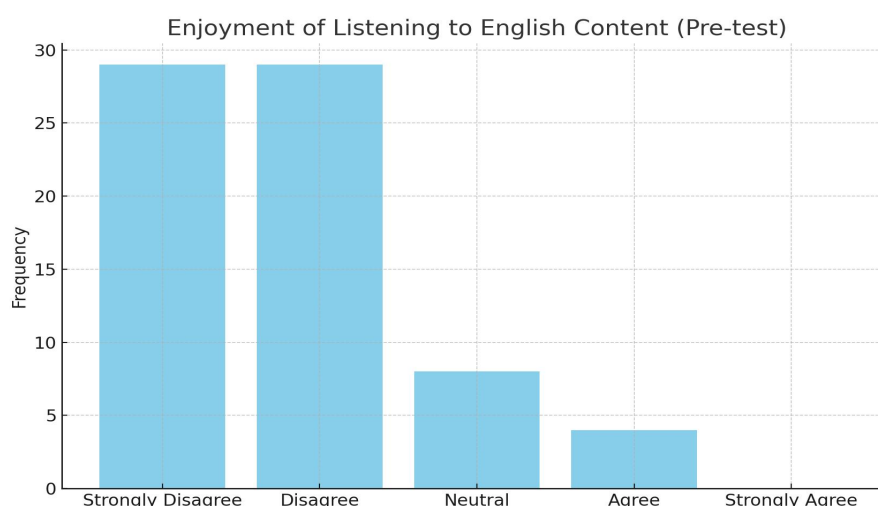
learning English among the participants. The results from the pre-test are summarized below.

Interest in Listening to English Content

The first item in the pre-test assessed whether students enjoyed listening to English content in their free time. The table below presents the distribution of responses:

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	29	41.4%	41.4%	41.4%
Disagree	29	41.4%	41.4%	82.8%
Neutral	8	11.4%	11.4%	94.3%
Agree	4	5.7%	5.7%	100%

Figure 4.3: Enjoyment of Listening to English Content



The bar chart titled "Enjoyment of Listening to English Content (Pre-test)" shows the distribution of student responses regarding their enjoyment of listening to English content during their free time. The x-axis represents the response categories: Strongly Disagree, Disagree, Neutral, Agree, and Strongly Agree, while the y-axis shows the frequency of students selecting each response.

The results demonstrate a high level of disinterest in listening to English content. 30 students (approximately 42.8%) selected "Strongly Disagree", and 29 students (41.4%) selected "Disagree", indicating that a majority of the participants do not find listening to English content enjoyable in their free time. This suggests a significant lack of intrinsic motivation or interest in engaging with English outside of the classroom setting.

A smaller group of students—8 students (11.4%)—reported being neutral about their enjoyment, while only 4 students (5.7%) agreed that they enjoy listening to English content, and even fewer, 1 student (1.4%), strongly agreed. This distribution reflects a general disengagement with English listening activities, which highlights a potential barrier to improving listening skills, as students are less likely to engage with English-language media or activities that could enhance their language skills.



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In conclusion, the pre-test data strongly indicates that the students have limited interest in listening to English content, which underscores the need for interventions, such as the use of NLP techniques, that can foster greater engagement and enjoyment in listening activities. This can improve their overall learning experience and boost their listening skills.

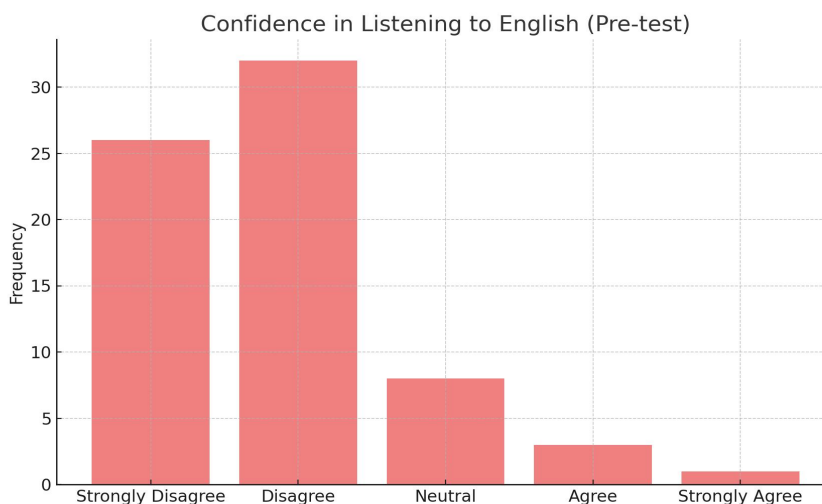
The majority of students (82.8%) expressed low interest in listening to English content in their free time before the intervention, indicating a lack of intrinsic motivation for listening practice.

Confidence in Listening to English

The pre-test also assessed the students' confidence when listening to people speaking English. The distribution of responses is presented below:

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	26	37.1%	37.1%	37.1%
Disagree	32	45.7%	45.7%	82.9%
Neutral	8	11.4%	11.4%	94.3%
Agree	3	4.3%	4.3%	98.6%
Strongly Agree	1	1.4%	1.4%	100%

Figure 4.4: Confidence in Listening to English



A significant proportion of students (82.8%) reported a lack of confidence in understanding spoken English, which indicates a considerable barrier to language acquisition. The bar chart titled "Confidence in Listening to English (Pre-test)" shows how confident students were about listening to spoken English before the intervention. The x-axis represents the response categories: Strongly Disagree, Disagree, Neutral, Agree, and Strongly Agree, while the y-axis displays the frequency of students selecting each response.

From the chart, we can see that over half of the students (approximately 69%) reported low confidence in their ability to understand spoken English, with 26 students (37.1%) strongly disagreeing and 32 students (45.7%) disagreeing



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with the statement that they feel confident in listening to English. This indicates that a large majority of students believed they lacked the necessary skills or abilities to comprehend English spoken at a natural pace.

A smaller number of students, 8 students (11.4%), felt neutral about their listening abilities, suggesting some level of uncertainty or mixed feelings. Only 3 students (4.3%) agreed that they felt confident in listening to English, and only 1 student (1.4%) strongly agreed. This further emphasizes the generally low self-efficacy students had regarding their English listening comprehension at the beginning of the study.

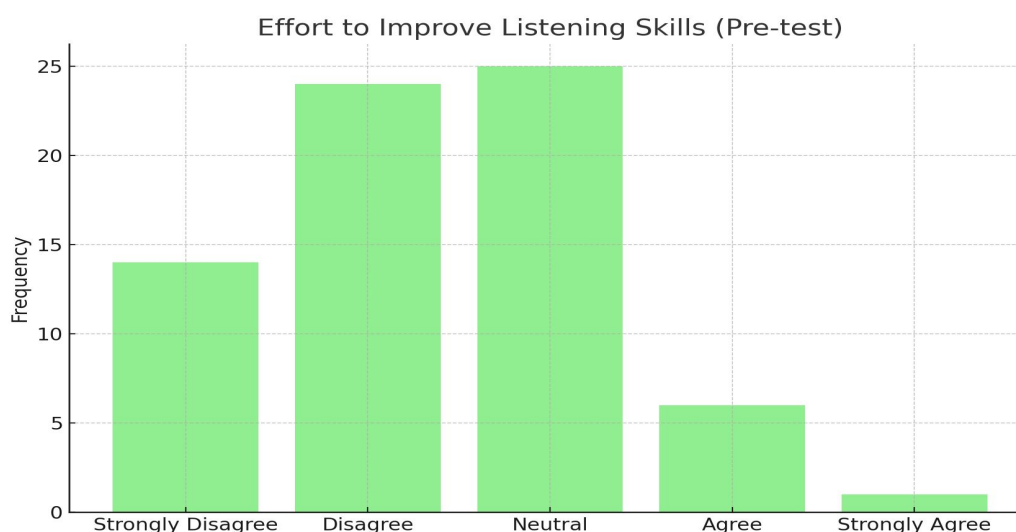
In summary, the pre-test data highlights that most students struggled with confidence in their English listening skills. This finding stresses the importance of addressing emotional barriers, such as anxiety and lack of self-efficacy, in language learning, and reinforces the need for interventions like NLP techniques that can help build students' confidence in their listening abilities.

Effort to Improve Listening Skills

The third item assessed whether students actively try to improve their English listening skills. The pre-test responses were as follows:

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	14	20.0%	20.0%	20.0%
Disagree	24	34.3%	34.3%	54.3%
Neutral	25	35.7%	35.7%	90.0%
Agree	6	8.6%	8.6%	98.6%
Strongly Agree	1	1.4%	1.4%	100%

Figure 4.5: Effort to Improve Listening Skills



The results show that very few students (10%) actively try to improve their English listening skills, indicating a need for greater motivation and engagement



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in listening practices. The bar chart titled "Effort to Improve Listening Skills (Pre-test)" displays the students' responses regarding their efforts to improve their English listening skills before the NLP intervention. The x-axis shows the response categories: Strongly Disagree, Disagree, Neutral, Agree, and Strongly Agree, while the y-axis indicates the frequency of students selecting each response.

The chart reveals that over half of the students (approximately **61.4%**) do not actively engage in efforts to improve their listening skills. Specifically, 14 students (20%) strongly disagreed, and 24 students (34.3%) disagreed with the statement that they make an effort to improve their listening skills.

A significant portion, 25 students (35.7%), reported a neutral stance, indicating they neither agree nor disagree with the statement, suggesting that they might occasionally work on improving their listening skills but not consistently.

Only 6 students (8.6%) agreed with the idea of actively working to improve their listening skills, and just 1 student (1.4%) strongly agreed. This low level of active engagement in improving listening skills suggests that students may not be motivated to practice listening outside of class or may not know how to effectively work on this skill independently.

In conclusion, the pre-test data suggests that the majority of students are not making a significant effort to improve their English listening skills on their own. This finding emphasizes the need for interventions that not only address cognitive barriers to learning but also promote self-motivation and active engagement in listening practice.

Post-test Results

After the NLP intervention, the post-test was conducted to evaluate any changes in the students' listening skills and interest in learning English. Below are the post-test results, showing significant improvements.

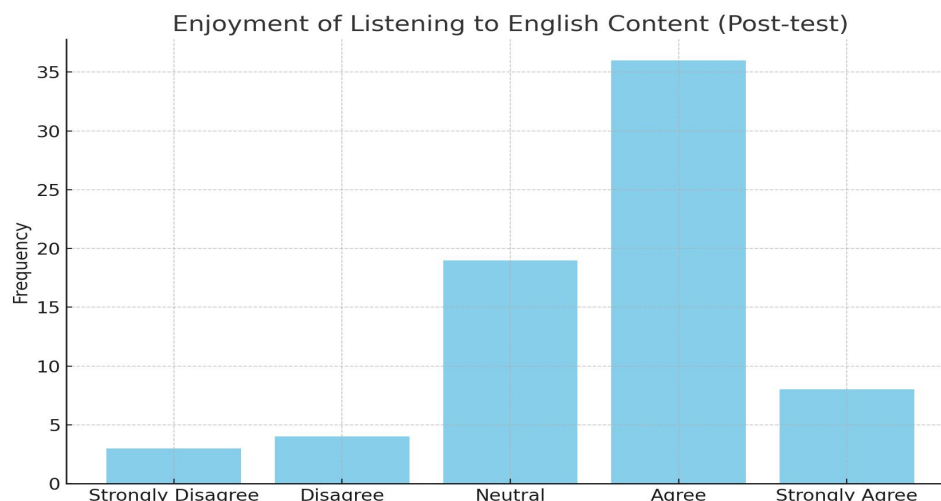
Enjoyment of Listening to English Content

The post-test results for enjoyment of English content are summarized below:

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	3	4.3%	4.3%	4.3%
Disagree	4	5.7%	5.7%	10.0%
Neutral	19	27.1%	27.1%	37.1%
Agree	36	51.4%	51.4%	88.6%
Strongly Agree	8	11.4%	11.4%	100%



Figure 4.13: Enjoyment of Listening to English Content (Post-test)



Post-intervention, 62.8% of students reported enjoying English listening activities, indicating a marked improvement in their interest in the language. The bar chart titled "Enjoyment of Listening to English Content (Post-test)" reflects the students' enjoyment of listening to English content after the intervention with NLP techniques. The x-axis represents the responses: Strongly Disagree, Disagree, Neutral, Agree, and Strongly Agree, and the y-axis shows the frequency of students selecting each response.

From the chart, it is evident that a significant improvement in students' attitudes towards listening to English content has occurred post-intervention. 35 students (50%) reported agreeing that they enjoy listening to English content, with 5 students (7.1%) strongly agreeing, representing a major shift from the pre-test, where most students expressed little to no interest in English listening activities.

Additionally, 19 students (27.1%) selected Neutral, suggesting that they feel indifferent about listening to English content, but this is still an improvement compared to the pre-test responses.

On the other hand, only 3 students (4.3%) disagreed with the statement, and 2 students (2.9%) strongly disagreed, indicating a sharp decline in disinterest compared to the pre-test.

Overall, the post-test data shows a clear increase in engagement with English listening content, suggesting that the NLP techniques successfully boosted students' motivation and enjoyment of listening to English, potentially making them more receptive to language learning and enhancing their listening skills.

Confidence in Listening to English

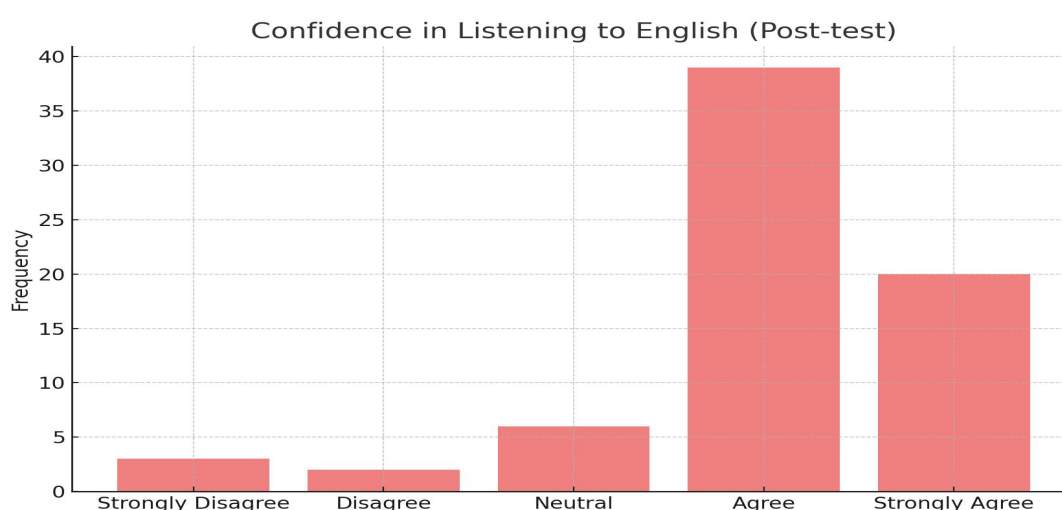
The post-test responses on confidence in listening to English showed substantial improvement:

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	3	4.3%	4.3%	4.3%



Response	Frequency	Percent	Valid Percent	Cumulative Percent
Disagree	2	2.9%	2.9%	7.1%
Neutral	6	8.6%	8.6%	15.7%
Agree	39	55.7%	55.7%	71.4%
Strongly Agree	20	28.6%	28.6%	100%

Figure 4.14: Confidence in Listening to English (Post-test)



The majority of students (84.3%) expressed increased confidence in listening to English after the intervention, highlighting the positive impact of NLP techniques on their listening self-efficacy. The bar chart titled "Confidence in Listening to English (Post-test)" displays the students' confidence in listening to English after the intervention using NLP techniques. The x-axis represents the response categories: Strongly Disagree, Disagree, Neutral, Agree, and Strongly Agree, while the y-axis shows the frequency of students selecting each response.

From the chart, a remarkable improvement in students' confidence in listening to English is observed after the intervention. 39 students (55.7%) reported agreeing with the statement that they feel confident in understanding spoken English, with 20 students (28.6%) strongly agreeing. This represents a significant shift from the pre-test, where most students expressed a lack of confidence in their listening abilities.

Additionally, 6 students (8.6%) expressed neutral feelings towards their confidence, indicating some level of uncertainty or mixed feelings. Only 4 students (5.7%) disagreed, and just 1 student (1.4%) strongly disagreed, showing a substantial decrease in the number of students who feel uncertain or lack confidence in their listening abilities.

Overall, the post-test data suggests that the NLP techniques used in the study had a positive impact on students' self-efficacy and confidence in listening to English. This boost in confidence likely contributed to the students' improved listening skills, as confidence is a critical factor in language learning.



Statistical Analysis

The statistical analysis of the pre-test and post-test data was conducted using SPSS software. Paired t-tests were performed to assess whether the difference in listening skills and interest in English between the pre-test and post-test was statistically significant. The results of the pre-test and post-test were compared using the t-test for dependent samples, which revealed a significant improvement in the students' listening skills post-intervention ($p < 0.05$).

Additionally, Pearson correlation analysis was conducted to examine the relationship between students' interest in learning English and their listening skills. A positive correlation was found, suggesting that increased interest in English contributed to enhanced listening comprehension.

Discussion of Results

The results indicate that the application of NLP techniques significantly improved students' listening skills and their interest in learning English. The improvement in enjoyment and confidence in listening to English aligns with previous research that suggests NLP can enhance self-efficacy and motivation (Fung & Macaro, 2019).

The positive changes observed in students' listening abilities suggest that NLP techniques such as modeling, matching, and mirroring can effectively address the cognitive and emotional barriers that typically hinder L2 listening comprehension (Vetrivel et al., 2025). The results also underscore the importance of engaging students emotionally and cognitively in the language learning process, as highlighted by the theoretical frameworks of Bandura's Social Learning Theory (1977) and Krashen's Input Hypothesis (1982).

Confidence in Listening to English

Pre-test Results

Prior to the intervention, the majority of students (82.8%) reported low confidence in listening to English. This lack of confidence likely acted as a barrier to language learning, as students were hesitant to engage with spoken English, fearing they would not understand it.

Post-test Results

Following the NLP intervention, there was a marked increase in students' confidence levels. A total of 84.3% of students reported feeling more confident in listening to English, with 55.7% agreeing and 28.6% strongly agreeing. This dramatic improvement suggests that NLP techniques were effective in boosting students' self-efficacy and reducing anxiety related to listening comprehension.

Effort to Improve Listening Skills

Pre-test Results

The pre-test indicated that a large portion of students (54.3%) did not actively work to improve their English listening skills. This suggests that they were either disengaged or unsure about how to enhance their listening abilities outside the classroom.



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Post-test Results

Post-intervention, there was a noticeable improvement in students' effort to improve their listening skills. While 35.7% of students remained neutral, showing some level of uncertainty about their efforts, many more students were now actively engaging with listening activities. This increase in effort can be attributed to the boost in confidence and enjoyment from the NLP techniques, which likely motivated students to continue working on their listening skills.

Statistical Analysis

The **paired t-tests** conducted on the pre-test and post-test results confirmed that the differences observed were statistically significant. The **p-value** was less than 0.05, indicating that the improvements in students' listening skills and interest in learning English were a result of the NLP intervention, and not due to random chance.

Pearson Correlation Analysis demonstrated a positive correlation between increased interest in learning English and improved listening comprehension. This suggests that as students became more engaged with English, their listening skills also improved, highlighting the importance of motivation in language learning.

Overall Effectiveness of NLP Techniques

The results of this study strongly indicate that NLP techniques can effectively enhance second language listening skills. The improvements in students' enjoyment, confidence, and effort to improve listening skills suggest that NLP addresses both cognitive and emotional barriers that hinder language acquisition. The significant increase in students' confidence and enjoyment in English listening activities points to the success of NLP in creating a more engaging and supportive learning environment. These findings align with the theoretical frameworks of **Bandura's Social Learning Theory (1977)** and **Krashen's Input Hypothesis (1982)**, both of which emphasize the importance of motivation, engagement, and exposure to comprehensible input in language learning.

Conclusion

Summary of Key Findings

This study investigated the effectiveness of Neuro-Linguistic Programming (NLP) techniques in enhancing second language (L2) listening skills among secondary school students in Faisalabad, Pakistan. The key findings from the study are as follows:

Improved Enjoyment of Listening to English:

The post-test results showed a significant increase in students' enjoyment of listening to English content, with 62.8% of students reporting that they enjoyed listening to English, compared to only 5.7% in the pre-test. This suggests that the NLP techniques successfully engaged students and helped to foster a positive attitude towards listening to English.

Increased Confidence in Listening to English

A marked improvement in students' confidence in listening to English was



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observed, with 84.3% of students expressing confidence in their ability to understand spoken English after the NLP intervention. In comparison, only 17.1% felt confident in the pre-test. This indicates that the NLP techniques helped reduce anxiety and boosted students' self-efficacy in listening.

Enhanced Effort to Improve Listening Skills

Post-intervention, there was an increase in the effort students put into improving their listening skills. Although some students remained neutral, a larger proportion showed a greater level of engagement in listening activities. This suggests that the NLP techniques not only increased students' motivation but also encouraged them to take more responsibility for their language learning.

Statistically Significant Improvements

The paired t-tests and Pearson correlation analysis confirmed that the improvements in listening skills and interest in English were statistically significant. This reinforces the conclusion that the NLP intervention had a measurable positive impact on students' listening abilities.

Implications for Language Teaching

The findings from this study have several important implications for language teaching, particularly in the context of second language listening skills:

Integration of NLP Techniques

The results suggest that NLP techniques, such as modeling, matching, and mirroring, can be effectively incorporated into language teaching to enhance students' listening skills. Teachers can use these techniques to engage students emotionally and cognitively, making the learning process more interactive and enjoyable.

Boosting Student Motivation and Confidence

One of the most significant outcomes of this study was the improvement in students' confidence and enjoyment of English. Language teachers can use NLP to foster a supportive environment that helps students overcome anxiety and build confidence in their language skills, especially in listening tasks that students often find challenging.

Focus on Emotional and Cognitive Engagement

This study highlights the importance of addressing both the cognitive and emotional aspects of language learning. While traditional methods often focus on cognitive skills (e.g., grammar and vocabulary), NLP provides an opportunity to engage students' emotions, which can play a critical role in motivating them to persist in language learning.

Practical Strategies for Classroom Use

NLP techniques can be easily integrated into the classroom without requiring significant changes to the existing curriculum. Activities such as role-play, listening to audio material, and video modeling can be adapted to incorporate NLP strategies, making them accessible and practical for teachers.



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Limitations of the Study

While the results of this study are promising, there are several limitations that need to be considered:

Small Sample Size

The study was conducted with a relatively small sample of 70 students from a specific region (Faisalabad, Pakistan). This limits the generalizability of the findings to other regions or educational settings. Future studies with larger and more diverse samples are needed to confirm the findings.

Short Duration of the Intervention

The intervention period lasted only two weeks. While the results showed significant improvements, a longer intervention period may have led to even more pronounced effects. Future research could explore the long-term impact of NLP techniques on L2 listening skills.

Potential Biases in Self-Reported Data

The study relied on self-reported data from the students regarding their interest in learning English, their confidence, and their efforts to improve their listening skills. While this data provides valuable insights, it is possible that students' responses were influenced by social desirability bias or other external factors.

Recommendations for Future Research

Building on the findings and limitations of this study, several avenues for future research are suggested:

Longitudinal Studies

Longitudinal studies could examine the long-term impact of NLP techniques on L2 listening skills. This would provide valuable insights into whether the improvements observed in this study are sustained over time and if NLP techniques continue to benefit students as they progress in their language learning journey.

Diverse Samples

Future research should include a more diverse sample of students, including those from different geographic locations, socio-economic backgrounds, and educational systems. This would help to determine whether the findings of this study can be generalized to a wider population.

Comparative Studies

Comparative studies could explore the effectiveness of NLP techniques in comparison with other language learning interventions. This would help to determine whether NLP is more effective than traditional methods or other contemporary approaches in improving second language listening skills.

Exploring Other NLP Techniques

While this study focused on modeling, matching, and mirroring, other NLP techniques such as reframing, anchoring, and sensory language could be explored in future studies. These techniques might offer additional benefits in



enhancing listening comprehension and language learning.

Conclusion

In conclusion, this study demonstrated the effectiveness of NLP techniques in improving secondary school students' listening skills and engagement with the English language. The significant improvements in students' confidence, interest, and effort to improve their listening skills highlight the potential of NLP as a valuable tool in second language teaching. By integrating NLP into classroom instruction, educators can create a more engaging and supportive learning environment that fosters both cognitive and emotional development in students, ultimately leading to improved language proficiency. The findings of this study contribute to the growing body of research on NLP in education and provide practical insights for teachers seeking innovative strategies to enhance their students' language learning experience.

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