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The Effect of Neurolinguistic Programming on Advanced EFL Learners' English Language Proficiency

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ABSTRACT

Neurolinguistic Programming (NLP) has emerged as a promising approach in enhancing language learning outcomes by addressing the cognitive emotional and behavioral aspects of acquisition. This study investigates the effect of NLP techniques on the English language proficiency of advanced EFL learners. The research employed a quasi-experimental pretest-posttest control group design involving 60 advanced EFL learners selected through purposive sampling from a language institute. Participants were divided equally into experimental and control groups. The experimental group received 20 sessions of NLP-based instruction incorporating techniques such as anchoring reframing visualization swish patterns and rapport-building strategies integrated into communicative language tasks. The control group followed the standard advanced EFL curriculum without NLP intervention. English proficiency was measured using a standardized test covering reading writing listening and speaking skills before and after the intervention.

Results indicated a statistically significant improvement in overall English proficiency in the experimental group compared to the control group. Post-test scores revealed substantial gains in all four language skills with particularly notable enhancements in speaking fluency and writing coherence. ANCOVA analysis confirmed that NLP techniques had a significant positive effect on proficiency levels controlling for pretest scores. These improvements are attributed to NLP's ability to reduce language anxiety enhance motivation improve sensory acuity for better input processing and foster more effective mental strategies for language production and retention. Qualitative feedback from participants highlighted increased confidence better emotional regulation during language use and more efficient learning strategies.

The findings suggest that integrating NLP into advanced EFL instruction can accelerate proficiency development by leveraging the brain's natural learning mechanisms and promoting holistic learner development. This approach not only boosts linguistic competence but also contributes to greater emotional intelligence and critical thinking skills which are crucial for advanced language users. The study contributes to the growing body of evidence supporting innovative learner-centered methodologies in EFL contexts. Implications for language teachers curriculum designers and teacher training programs are discussed emphasizing the potential of NLP as a supplementary tool to traditional methods. Limitations include the sample size and duration of intervention suggesting the need for larger-scale longitudinal studies. Future directions include exploring the long-term retention of gains and the specific contribution of individual NLP techniques to different proficiency components. Overall NLP serves as an effective catalyst for elevating English language proficiency among advanced EFL learners offering practical pathways to more adaptive and empowered language acquisition.

Keywords: neurolinguistic programming, NLP techniques, emotional intelligence, critical thinking