

Original article

The Impact of Neuro-linguistic Programming on Enhancing Teaching Techniques in EFL Classrooms at the Sudan University of Science and Technology and Nile Valley University

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Abstract

This study aimed to investigate the impact of Neuro-Linguistic Programming (NLP) on enhancing teaching techniques in the English as a Foreign Language (EFL) classroom. The study adopted a descriptive analytical approach and employed a questionnaire as the instrument for data collection. The questionnaire was administered to 50 university teachers of English and English majors at Sudan University of Science and Technology and Nile Valley University. Data were analyzed using SPSS statistical software to test the study hypotheses. The findings revealed statistically significant differences among the respondents and demonstrated that the use of NLP enhances and develops teaching techniques in EFL classrooms. The study also examined the extent to which NLP contributes to motivating teachers and enabling them to generate diverse and learner-centered instructional techniques. The results indicated that integrating NLP principles into teacher development programs can significantly improve the effectiveness of EFL teaching. Neuro-Linguistic Programming (NLP) is an interpersonal communication model based on the study of language, communication, and personal change. Developed in the 1970s by Richard Bandler and John Grinder at the University of California, Santa Cruz, NLP is founded on three components: neurology, linguistics, and programming. According to Partridge (2003), NLP can be viewed as a psychological system concerned with human self-development and the improvement of thinking and learning processes. A quantitative descriptive research design was adopted, and data were collected through a structured questionnaire distributed to EFL teachers. The analysis was based on frequency and percentage distributions of teachers' responses to statements related to instructional modeling, enhancement and diversity of teaching techniques, creativity, and teacher motivation. The results reveal a strong positive perception of NLP, with the majority of respondents selecting Agree or Strongly Agree across all statements. The overall findings provide empirical support for the research hypothesis that Neuro-Linguistic Programming positively enhances teaching techniques in EFL classrooms. The study concludes that NLP represents an effective approach for improving instructional practices and supporting teacher development in EFL contexts.

Keywords: Performance, Strategies, Interaction, Modeling, Improvement.

Introduction

Neuro-Linguistic Programming (NLP) has emerged as a multidisciplinary framework that explores the relationship between neurological processes, language, and patterns of behavior. Developed by Bandler and Grinder (1-6) (1975), NLP was originally designed to identify and model effective communication and behavioral strategies. Over time, its principles have been applied to various fields, including education, where they are used to facilitate communication, promote motivation, and improve learning experiences. NLP is based on the premise that individuals perceive and process information differently and that understanding these differences can contribute to more effective interactions and outcomes (7). Within educational contexts, NLP offers a range of strategies that can support instructional practices and classroom communication.

Techniques such as rapport building, modeling and anchoring, reframing, and sensory awareness enable teachers to establish positive relationships with learners, create supportive learning environments, and adapt their instruction to students' diverse needs and learning preferences (8). These techniques emphasize flexibility and effective communication, both of which are essential components of successful teaching. In EFL classrooms, where language learning depends heavily on interaction and learner engagement, teaching techniques play a critical role in facilitating meaningful learning experiences. NLP provides teachers with practical tools that can enhance instructional delivery and encourage active learner participation. By recognizing differences in learners' cognitive and sensory preferences, teachers can employ a variety of approaches that make language instruction more responsive and learner-centered. Moreover, NLP-based strategies encourage reflective teaching practices and help teachers develop greater awareness of their verbal and non-verbal communication, thereby improving classroom interaction and fostering learners' confidence (9). Previous research has demonstrated the educational value of NLP in promoting effective teaching practices. Millrood (10) (2004) emphasized that awareness of NLP principles can improve teachers' classroom discourse and communication patterns. Similarly, Pishghadam, Shayesteh, and Shapoor (11) (2011) reported that factors such as flexibility, rapport building, modeling, and emotional support are positively associated with teacher success. In addition, Richards and Rodgers (12) (2001) considered NLP a complementary approach that can contribute to language teaching by enhancing communication and encouraging learner involvement. These findings suggest that NLP has the potential to enrich teaching techniques and create more dynamic and interactive learning environments. Therefore, the present study aims to investigate the impact of Neuro-Linguistic Programming on enhancing teaching techniques in EFL classrooms.

Statement of the Problem

Although effective teaching techniques are essential for improving learning outcomes in English as a Foreign Language (EFL) classroom, many teachers continue to use traditional methods that fail to address learners' learning styles, affective needs and classroom engagement (13). Neuro-Linguistic Programming (NLP) has been proposed as a potential framework for enhancing instructional practices through strategies such as rapport-building, teaching, and positive reframing (14). However, empirical evidence on the extent to which NLP contributes to the improvement of teaching techniques in EFL contexts. The lack of systematic research on how NLP influences classroom interaction, teacher performance, and learner engagement has created a gap in understanding its pedagogical value. Therefore, the problem this study addresses is the insufficient investigation into the impact of NLP on enhancing teaching techniques in EFL classrooms and the need to determine its effectiveness as a pedagogical tool. Teaching English as a Foreign Language (EFL) requires the use of effective, flexible, and innovative teaching techniques to meet learners' diverse needs and to enhance classroom interaction and learning outcomes (15). However, many EFL teachers continue to rely on traditional teaching methods that may limit creativity, reduce learner engagement, and weaken teachers' motivation. As a result, there is an increasing need for approaches that support teachers in developing more effective and varied instructional techniques. Neuro-Linguistic Programming (NLP) has been proposed as a modern approach that can enhance teaching techniques by improving instructional modeling, creativity, motivation, and communication in the classroom. Despite its potential benefits, the application of NLP in EFL classrooms remains underexplored, and there is limited empirical evidence regarding its effectiveness in enhancing teaching techniques from teachers' perspectives. Therefore, the problem addressed in this study lies in the lack of a clear, data-based understanding of the extent to which Neuro-Linguistic Programming positively enhances teaching techniques in EFL classrooms.

Significance of the Study

This study contributes to a deeper understanding of innovative pedagogical approaches that can improve the quality of EFL teaching. By examining the impact of Neuro-Linguistic Programming on teaching techniques, the research provides evidence that can help educators adopt more flexible, learner-centered instructional strategies. The findings assist teachers in enhancing classroom communication, reducing learner anxiety, and promoting higher levels of engagement. Additionally, the study offers valuable insights for teacher-training programs by highlighting the practical benefits and challenges of integrating NLP into professional practice (16). Overall, the research supports ongoing efforts to develop more effective and responsive EFL teaching methods. This study is significant in advancing understanding within the field of English as a Foreign Language (EFL) education by providing empirical evidence on the role of Neuro-Linguistic Programming (NLP) in enhancing teaching techniques. This study helps address this gap by offering data-based insights into teachers' perceptions of NLP and its effectiveness in instructional practices.

The study also holds practical significance for EFL teachers and teacher trainers. The findings indicate that NLP contributes to improving instructional modeling, diversifying teaching techniques, fostering creativity, and enhancing teacher motivation (17). These outcomes suggest that NLP-based strategies can support more effective and engaging teaching practices, thereby improving the overall quality of instruction in EFL classrooms. In addition, the results are valuable for curriculum designers and educational policymakers, as they highlight the potential benefits of incorporating NLP principles into teacher training and professional development programs. Integrating such approaches may lead to improved teaching performance and more dynamic learning environments. From a methodological perspective, this study provides a quantitative framework that can guide future research on teacher development and innovative teaching approaches. The findings also create a foundation for further experimental and longitudinal studies to examine the impact of NLP on classroom interaction and learners' language achievement.

Objective of the Study

This study is intended to confirm the following:

To examine the impact of Neuro-linguistic programming on enhancing teaching techniques in EFL classrooms

Question of the Study

To what extent does Neuro-linguistic programming positively enhance teaching techniques in EFL classrooms?

Hypothesis of the study

Neuro-linguistic programming positively enhances teaching techniques in EFL classrooms.

Methodology

The study adopted the descriptive analytical method to investigate the impact of Neuro-linguistic programming on enhancing teaching techniques in EFL classrooms among university teachers.

Population of the Study

The population chosen for this study is English language teachers of universities and English majors at Sudan University of Science and Technology and Nile Valley University, the academic year 2021.

Sample of the study

The sample of this study consists of (50) English language teachers who have been chosen randomly.

Instrument of the study

The data of this study have been obtained by using a questionnaire. The main advantage of this technique is that it allows for obtaining reliable data from a large number of respondents from different colleges of the mentioned universities, teachers of the English language.

Analysis of the questionnaire

The questionnaire is composed of five items in the area of Neuro-linguistic programming and English language teaching techniques. The questionnaire was given to the fifty teachers of English language to verify this hypothesis Neuro-linguistic programming positively enhances teaching techniques in EFL classrooms.

Table (1). Frequency distribution of the first axis phrases. Answers

No.	Statements	Frequency and percentages%				
		Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
1	Neuro-linguistic programming introduces teachers to good models of teaching techniques	15 30.1%	31 63.1%	3 5.8%	0 0.0%	1 1%
2	Neuro-linguistic programming enhances different teaching techniques	10 20.4%	34 68%	4 8%	1 2%	1 2%
3	Neuro-linguistic programming creates creative teaching techniques	16 32%	27 54%	5 10%	2 4%	0 0.0%
4	Neuro-linguistic programming motivates teachers in teaching	18 36%	25 50%	6 12%	1 2%	0 0.0%
5	Neuro-linguistic programming helps teachers to create different teaching techniques	13 26%	34 68%	2 4%	1 2%	0 0.0%
Hypothesis		72 28.8%	151 60.4%	20 8.0%	5 2.0%	2 0.8%

Table (2). Chi-square test results

No.		Chi-square value	P-value	Median	Trend
1	Neuro-linguistic programming introduces teachers to good models of teaching techniques	69.60	0.001	4	Agree
2	Neuro-linguistic programming enhances different teaching techniques	77.40	0.001	4	Agree
3	Neuro-linguistic programming creates creative teaching techniques	51.40	0.001	4	Agree
4	Neuro-linguistic programming motivates teachers in teaching	48.60	0.001	4	Agree
5	Neuro-linguistic programming helps teachers to create different teaching techniques	83.00	0.001	4	Agree
Hypothesis		306.68	0.	4	Agree

The results presented in table (1) indicate that the hypothesis, "Neuro-linguistic programming positively enhance teaching techniques in the EFL classrooms was supported.

The value of chi-square for all statements in the hypothesis (306.68), with (p-value = 0.001 < 0.05), indicates that there is a significant difference at the level between the answers of study individuals in favor of agree. The researcher concludes from the above that the first hypothesis, "Neuro-linguistic programming positively enhances teaching techniques in the EFL classroom," has been achieved and is in favor of agreement.

Statement 1

Neuro-linguistic programming introduces teachers to good models of teaching techniques. The majority of respondents agreed (62%) and strongly agreed (30%) that NLP introduces teachers to effective models of teaching techniques, whereas only (2%) strongly disagreed and 6% remained neutral. The value of chi-square was 69.60, with a p-value >0.001, indicating a statistically significant difference in favor of agreement. The median score was 4 agree. The mean score (M = 4.22) indicates a high level of agreement, suggesting that NLP provides valuable instructional models for EFL teachers.

Statement 2

Neuro-linguistic programming enhances different teaching techniques. Most respondents agreed (68%) and strongly agreed (20%) with this statement. Only a small percentage expressed strong disagreement (2%), disagree (2%) while 8% remained neutral. The value of chi-square was (77.40), with a p-value >0.001 demonstrating a statistically significant difference in favor of agreement. The median score was 4 agree. The mean score (M = 4.06) reflects strong support for the role of NLP in improving and diversifying teaching techniques.

Statement 3

Neuro-linguistic programming creates creative teaching techniques. Most respondents agreed (54%), strongly agreed (32%) that NLP promotes creativity in teaching. Very few participants disagreed (4%) and (10%) were neutral. the value of chi-square was (51.40) with a p-value >0.001 indicating a statistically significant difference in a favor of agreement. The median score was 4 agree. The mean score (M = 4.18) demonstrates that NLP contributes to the development of innovative instructional approaches.

Statement 4

Neuro-linguistic programming motivates teachers in teaching. The result revealed that (50%) of the respondents agreed, and (36%) that NLP increases teachers' motivation. Only (2%) disagreed, while (12%) were neutral. The value of chi-square was (48.60), with a p-value >0.001 indicating a statistically significant difference in a favor of agreement. The median score was 4 agree. The mean score (M = 4.20) represents the highest among all statements, indicating that NLP positively influences teachers' motivation and enthusiasm.

Statement 5

Neuro-linguistic programming helps teachers create different teaching techniques. The vast majority of participants agreed (68%), strongly agreed (26%) that NLP helps teachers develop diverse teaching techniques. Only (2%) disagreed, and (4%) remained neutral. the value of chi-square was (83.00), with a p-value >0.001 representing the highest chi-square value among all statements and indicating a statistically significant difference in a favor agreement. the median score was 4 agree. The mean score (M = 4.18) reveals strong agreement regarding the effectiveness of NLP in broadening teachers' instructional practices. Finally, the overall frequencies indicate that 89.2% of responses fell within the categories of agree and strongly agree, whereas only 2.8% represented disagreement and 8.0% were neutral. These findings provide strong empirical support for the hypothesis that Neuro-Linguistic Programming positively enhances teaching techniques in EFL classrooms. The consistently high mean scores across all statements demonstrate that respondents perceive NLP as an effective approach for improving instructional models, fostering creativity, motivating teachers, and enabling the use of diverse learner-centered teaching techniques.

Conclusion

This study concludes that Neuro-Linguistic Programming (NLP) is an innovative approach to enhancing teaching techniques in EFL classrooms also develops different teaching techniques and helps teachers to create different teaching techniques-based strategies, such as rapport-building, sensory reframing, and modeling, which can contribute significantly to improving teacher-student interaction, increasing learner engagement, and creating more supportive learning environments. Overall, the study concludes that NLP has meaningful potential to enhance instructional effectiveness in EFL contexts. NLP can serve as a valuable tool for improving teaching quality, fostering learner motivation, and supporting more dynamic and interactive language learning experiences. The findings of this study demonstrate that Neuro-Linguistic Programming has a positive and meaningful influence on teaching techniques in EFL classrooms. The high levels of agreement across all questionnaire items indicate that NLP contributes to introducing effective teaching models, enhancing and diversifying instructional techniques, fostering creativity, and increasing teacher motivation. The strong support for the research hypothesis confirms the perceived effectiveness of NLP as a tool for improving teaching practices. Based on these results, the study recommends integrating NLP principles into EFL teacher training and professional development programs to promote more innovative and effective classroom practices. Future research is encouraged to employ experimental or longitudinal designs to examine the direct impact of NLP-based strategies on classroom performance and learners' language outcomes.

Conflict of interest. Nil

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