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**Exploring the Impact of Neuro-Linguistic Programming Meta Model
Inquiries on Enhancing English Language Teaching Practices: A Case
Study in Pakistan's Educational Context**



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Abstract

This study examines the impact of NLP Meta Model inquiries on English Language Teaching (ELT) in Pakistan. This research investigates the impact of NLP methods on students' interest in learning, motivation, and proficiency in speaking and writing in Pakistan. The method involved observing classes, conducting interviews with some teachers, and administering questionnaires to a sample group of students. It was found that using NLP Meta Model queries enabled teachers and students to work much more closely, promoting learning centered around the students and boosting their critical thinking and involvement. Many teachers observed better clarity of students' thinking and improved skills in speaking and writing. Additionally, the students were more actively engaged and motivated in class, and they felt certain that they were improving their language skills. The results of the ANOVA again confirmed that the changes in education made a significant difference. NLP techniques could significantly enhance the outcomes and learning of students in Pakistani ELT if they are applied in teacher development and classrooms. Improving professional services through the use of the NLP Meta Model requires assessing the long-term benefits and expanding the study to rural areas.

Keywords: NLP, Meta Model Inquiries, English Language Teaching, Student Engagement, Motivation, Language Proficiency

Introduction

Neuro-Linguistic Programming (NLP) has become a valuable tool for personal development and in educational settings. NLP's Meta Model is especially useful in ELT because it can make communication more effective. Using the Meta Model helps to delete vague phrases and makes people better understand the information they are given (Bandler & Grinder, 1975). Addressing such questions in an ELT setting can enhance a learner's communication, critical reasoning, and language skills. Even so, NLP's use in education worldwide is growing, but it is rarely seen in Pakistani ELT classes.

English Language is essential in Pakistan, as it is used for teaching and to access information from other countries. Nevertheless, Pakistani ELT faces several challenges, including students primarily memorizing, teachers leading the class, and limited student involvement (Rahman, 2022). Bringing in NLP methods, especially Meta Model reviews may help solve these challenges and create an exciting learning environment for discussion. NLP Meta Model inquiries are investigated to determine if they can help improve English teaching in Pakistan by enhancing student participation, language proficiency, and the way teachers and students interact with each other.

Rationale of the Study

The focus of this research is necessary since forthcoming ideas are needed to solve issues in Pakistan's ELT system. Often, the Grammar Translation and Audio-Lingual methods do not enable students to engage in genuine English conversations (Awan et al., 2020). Those who study in remote or under-resourced schools often encounter

significant obstacles in learning communication, as much of their lessons focus on memorization (Husain & Aslam, 2021). In addition, traditional methods often overlook what students are capable of and how emotions influence their language development.

With the help of NLP, ELT provides teachers with the tools to stimulate students to participate, think critically, and express themselves (O'Connor & McDermott, 2020). The goal of Meta Model inquiries is to prompt students to reflect on how they think about topics, thereby improving their understanding of language (Bandler & Grinder, 1975). With NLP-assisted language and cognitive development, students are better equipped to use English effectively in both formal and everyday situations.

Dealing with students' emotions, such as anxiety and a lack of motivation, is crucial in language instruction. This study suggests that students' emotions play a significant role in their language learning. With tools such as anchoring and calibration, emotions can be addressed, and teachers can help make their classrooms more helpful (Tosey & Mathison, 2020).

This study focuses on investigating the use of NLP, mainly the Meta Model, in Pakistan's classrooms. It considers various new ways that teachers can use, as the old teaching methods may not keep students interested.

Research Objectives

The study aims to achieve the following objectives:

To investigate the impact of **NLP Meta Model inquiries** on **teaching practices** in **Pakistani ELT classrooms**.

To assess the influence of **NLP techniques** on **student engagement, motivation, and language proficiency** in **Pakistani ELT classrooms**

1.4. Research Questions

In line with the objectives, the research will attempt to answer the following questions:

How do **NLP Meta Model inquiries** influence **teaching practices** in **Pakistani ELT classrooms**?

What is the impact of **NLP Meta Model inquiries** on **student engagement, motivation, and language proficiency** in Pakistan's **ELT classrooms**?

Significance of the Study

The purpose of this research is to reveal how NLP techniques might improve English language education in Pakistan. If teachers use meta-model questions, they can create classrooms where students take the lead and sharpen their ability to analyze, think deeply, and communicate more effectively. The study's results will highlight the potential of NLP to address several issues in Pakistani ELT, including low student interest, excessive teacher focus, and poor language skills (Rahman, 2022).

The findings from this research are valuable for teacher training as they reveal innovative approaches to teacher education. Furthermore, the research will contribute to expanding the world's knowledge on the application of NLP in education and provide a valuable model for integrating NLP approaches in language teaching across cultures (O'Connor & McDermott, 2020).

Chapter 2: Literature Review

Introduction

In this chapter, a review of existing knowledge about Neuro-Linguistic Programming (NLP) and English Language Teaching (ELT) will be conducted, with a particular focus on how the Meta Model can aid in teaching English in Pakistan. The chapter aims to explore the reasons behind NLP, its significance in language learning, and its potential applications in Pakistani classrooms. The paper will also discuss the difficulties encountered in Pakistani ELT and suggest that NLP techniques, particularly Meta Model inquiries, can help resolve these issues.

2.2. Theoretical Foundations of NLP in Education

The psychological model known as Neuro-Linguistic Programming (NLP) integrates aspects of language, the brain, and human behavior (O'Connor & McDermott, 2020). NLP, developed by Bandler and Grinder in 1975, encompasses methods that enable individuals to modify their thoughts, feelings, and behaviors. NLP states that altering people's language and perception can benefit their minds and behaviors (Tosey & Mathison, 2020).

In schools, NLP is primarily applied to enhance communication, inspire students, and sharpen mental abilities essential for speaking any language. The Meta Model is considered one of the primary NLP tools because it clarifies and corrects language that is vague, general, or ambiguous (Bandler & Grinder, 1975). By improving students' language skills, this tool can help them explain their thoughts more clearly, which in turn enhances both sides of communication in the classroom (Anderson, 2021).

NLP Meta Model Inquiries in Language Teaching

The Meta Model in NLP comprises various language patterns that can enhance communication by encouraging individuals to refine and utilize language more effectively (Bandler & Grinder, 1975). Deletions, distortions, and generalizations are the main elements of disconfirming queries. These components may prevent or confuse language learners, which is why the Meta Model focuses on clarifying them. Probing questions from teachers helps students find additional details, test unclear notions, and gain more insight into language topics (O'Connor & McDermott, 2020). Deletions occur when necessary details are omitted from the message being sent. The student could say to me, "I cannot do it," but without explaining what the problem is. An instructor using Meta Model questions would say, "What challenges you specifically?" to help the student gain a better understanding of the concern (Tosey & Mathison, 2020).

Distortions occur when a student misinterprets what is happening in reality. A student could say, "Everyone finds speaking English difficult," when the truth could be otherwise. When a case like this happens, a teacher could inquire, "Who exactly feels something like that?" to enable the student to think beyond simple belief (Bandler & Grinder, 1975).

Broad statements are made by students when they rely on only a few personal experiences. A student may believe they will never excel in English. Alternatively, when using the Meta Model, the teacher might ask, "Can you provide any examples of when you have done well in English?" to teach the student to reconsider the general statement and find real-life cases where they succeeded (Anderson, 2021).

If teachers use Meta Model prompts, students can think more clearly and precisely, which helps them communicate more effectively and improve their language skills.

NLP in ELT: Global Applications and Impact

Recently, people have been paying more attention to the use of NLP in English Language Teaching (ELT). Numerous studies conducted in South Korea, Japan, and the United States have revealed that using NLP in language teaching is beneficial. A study conducted by Sato (2021) in Japan examined the impact of using Meta Model inquiries on students' speaking skills. People who had Meta Model conversations in the study spoke English with greater confidence and more ease.

According to Anderson's investigation (2021), using NLP helped teachers guide students to communicate their messages clearly, which in turn led to improved writing and understanding. It suggests that NLP enables individuals to enhance their language skills while making the learning process more engaging and interactive.

Similarly, O'Connor and McDermott (2020) investigated how anchoring and calibration can motivate students and reduce anxiety during their language learning. When students associate a positive feeling with a specific gesture or word, it provides extra confidence, particularly when they give speeches.

The results of international research support the notion that NLP is beneficial in enhancing student participation, language abilities, and confidence worldwide.

NLP in ELT in Pakistan: Challenges and Opportunities

For years, the English teaching system in Pakistan has faced challenges stemming from teacher-led lessons, disinterested students, and an excessive focus on grammar and rote memorization (Rahman, 2022). Indeed, when using Meta Model inquiries, NLP helps to address the challenges by guiding teachers to shift from directing to supporting learning from the learner's point of view. Still, the potential benefits of NLP have not yet been widely utilized in Pakistani ELT classrooms.

According to Awan et al. (2021), traditional methods of teaching English in Pakistan do not fully engage students or encourage them to think critically, which NLP can help address. They pointed out that although NLP approaches offer creative ways for language teaching, many Pakistani teachers encounter barriers, such as a lack of necessary training and tools.

The use of NLP can significantly enhance student engagement, drive, and language ability in Pakistan, as recent changes in ELT are increasingly focused on interactive and open communication (Husain & Aslam, 2021). Utilizing NLP techniques in teacher training could help tackle these weaknesses in today's language instructions. Bringing a learner-centered focus into classrooms, thanks to NLP, may help Pakistani students better utilize English to communicate.

The Role of Meta Model Inquiries in Pakistani ELT

Exploring learning habits and beliefs with Meta Model questions in Pakistani English Language Teaching (ELT) helps improve the way students interact with educators. According to Tosey and Mathison (2020), the use of the Meta Model by teachers and students can make sure that language in the classroom has fewer distortions and is more precise.

The use of the Meta Model can show students that their language problems are not caused solely by their abilities. For instance, a Pakistani student who holds the

sentiment, “I am not capable of learning English,” may be asked by the teacher to reflect on times when they succeeded at learning a new language. Reflecting on cognitive concepts can help students overcome their learning barriers and enhance their language skills (Rahman, 2022).

Additionally, using the Meta Model can encourage students to think critically and resolve language-related issues. Meta Model inquiries enhance students’ higher-level thinking skills, which are essential for mastering language (Bandler & Grinder, 1975).

Conclusion

This chapter reviewed a wide range of texts on NLP and Meta Model inquiries, examining their impact on English Language Teaching in Pakistan. Given that NLP techniques are effective, they can address critical issues in Pakistani ELT classrooms, such as low participation among students, instruction mostly depending on the teacher, and emotional obstacles for many. The next chapter describes how NLP Meta Model questions were examined, focusing on the research method, data collection methods, and tools for analysis in Pakistan.

Theoretical Framework

Neuro-Linguistic Programming (NLP)’s theoretical framework, with a focus on Meta Model inquiries, forms the basis for this study. It is based on these important concepts:

The central part of NLP, as described by Bandler and Grinder in 1975, is the Meta Model. This model helps identify and overcome speech habits that hinder people’s ability to understand and think clearly. The view is that questioning broad or uncertain language statements enables students to understand language better.

Krashen suggested in 1982 that emotional elements, such as nervousness or mood, are key in language learning. NLP, generally, and the Meta Model, especially, make it easier for learners to focus on learning by offering support and ensuring the classroom is a safe environment.

Chapter 3: Methodology

Introduction

This chapter explains the methods researchers employed to investigate the impact of NLP Meta Model inquiries on English Language Teaching (ELT) in Pakistan. By employing a qualitative design, the study aims to demonstrate how the application of NLP techniques, primarily Meta Model inquiries, enhances student involvement, motivates them, and improves their language proficiency in schools in Pakistan. The next part of the chapter explains the sampling methods, data gathering points, and ways of analyzing the data, as well as the procedures put in place to ensure the research results are trustworthy and accurate.

Research Design

A qualitative case study is employed in this research, which enables a close examination of how NLP Meta Model questions impact English Language Teaching. This design is useful for examining how NLP techniques are applied in schools and their impact on learning and teaching activities. With a case study, it is easier for a researcher to see the details of classroom activity and the methods used for teaching in Pakistan.

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Research Questions

The study is guided by the following research questions:

How do **NLP Meta Model inquiries** influence **teaching practices** in **Pakistani ELT classrooms**?

What is the impact of **NLP Meta Model inquiries** on **student engagement, motivation, and language proficiency** in Pakistan's **ELT classrooms**?

Participants

Teacher Participants

The research will bring together 10 English language teachers from the universities of Punjab, Pakistan. They will be chosen based on their experience teaching English and their willingness to work with NLP strategies. The group of teachers comes from a mix of public and private universities, bringing diverse perspectives on teaching and learning.

For this purpose, the research will focus on the following universities:+

University of the Punjab in Lahore

Lahore College for Women University is referred to as LCWU.

Government College University (GCU) is located in Lahore.

The University of Education is in Lahore.

UMT is a University of Management and Technology.

Located in Faisalabad is the University of Faisalabad

Forman Christian College is the abbreviation for FCCU.

The Institute of Business Administration (IBA) is located in Lahore.

The University of Sargodha

(Bahauddin Zakariya University) is located in the University of Multan.

They selected these universities to encompass a range from both rural and urban areas and to reflect differences in teaching cultures and approaches to teaching language.

Student Participants

It was decided to keep the research sample small, allowing the study to closely explore the NLP Meta Model in different classes—a typical strategy for the case study method (Yin, 2018). Although it makes finding general patterns more challenging, the in-depth information from the surveys reveals how different NLP techniques impact Pakistani ELT. Larger samples can be studied in the future to determine if the results can be applied in various educational settings. The group of student participants will consist of 30 individuals who are enrolled in English language courses at the selected universities. Selections will be made based on students' involvement in NLP classes and their eagerness to participate in the study. Alums are selected from universities and colleges across the public and private sectors to achieve a diverse representation in the list. These will be obtained from the following departments.

English for Business Communication

Introduction to Linguistics

Advanced English Writing Skills

Oral Communication and Public Speaking

English for Media and Communication

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These courses were selected as they focus on both **practical language skills** (such as speaking and writing) and **theoretical aspects** (such as linguistics and communication theories), providing a comprehensive understanding of the **language learning process**.

Data Collection Methods

The research employs observations in the classroom, semi-structured interviews, and questionnaires to collect data from students. The use of these methods will help to explore all the effects of NLP Meta Model inquiries on ELT practices.

Classroom Observations

The observers will see how the NLP Meta Model is used in classroom practice. Ten lessons will be watched in each of the 10 selected universities. The observations will focus on the ways teachers use questions in their talks with students and the students' reactions. The researcher will closely observe lessons and create notes about what happens.

Instructors question the basis of students' views and analyze common beliefs they might have.

How students react to these questions, for example, by showing whether they are capable of critical thinking and how they present their opinions.

The degree of engagement the students had while the lesson was happening.

How students' actions and language skills change during the study.

Each class time will last approximately 60 to 90 minutes, and two sessions from each teacher will be observed to ensure that the observation samples are of good quality.

Semi-Structured Interviews

Ten teachers will be interviewed semi-structured to see how they used the NLP Meta Model in their classrooms. Through interviews, I will learn about teachers' opinions on the usefulness of NLP techniques, the problems they encountered, and their impact on their instruction.

Specific questions will be asked during the interview.

How do you make NLP Meta Model questions a regular part of your teaching?

Have you noticed any changes in students' involvement, interest, and English skills after applying these techniques?

Have you faced any obstacles when trying to use NLP in your teaching?

The interviews will last 30-45 minutes and will be recorded on audio to be transcribed and checked later.

Student Questionnaires

Thirty students will complete questionnaires to give their views on how NLP Meta Model questions have affected their learning. The questionnaire will include questions that can only be answered with a choice, as well as open-ended questions, providing both types of data.

These questions will concentrate on:

How active do you become during class work after the teacher brings up Meta Model questions?

Do you feel that your confidence in using English has improved following your NLP-based lessons?

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Has your language ability improved because of using Meta Model questions?

Participants will need to spend approximately 20 minutes completing the questionnaire, which will be provided after the study is completed.

3.6. Making sure that the findings are both reliable and valid

The success of research depends greatly on how reliable and valid the research design is. To reach these goals, the needed strategies will be introduced.

Reliability

Methods called inter-rater reliability will be applied to ensure the findings from the in-class observation of learning are dependable. Another observer will join the research by visiting different lessons and comparing notes with the main team to assess the reliability of their judgments. Interviews and student surveys will be analyzed in a manner that assures code reliability. The software will help ensure that the analysis of qualitative data is orderly and always consistent.

Validity

The study must be appropriately validated, and several steps will be taken to achieve this.

This exercise will ensure that the questionnaire and interview protocols reflect and measure the concepts of student engagement, motivation, and language proficiency in the context of NLP meta-model studies.

It will confirm that NLP Meta Model questions are correctly assessed by employing well-defined questions and methods to collect information. The structure developed by Bandler and Grinder (1975) will help facilitate the use of the Meta Model inquiry in classrooms.

Triangulation: Using observations, interviews, and questionnaires will enable the researcher to confirm whether the findings are consistent and accurate.

Data Analysis

The process of analyzing qualitative data will rely on thematic analysis. Observations, interviews, and open-ended questionnaires will be conducted, and their results will be compiled and coded. With NVivo, you do not have to go through every piece of your research, as it simplifies coding and theme identification.

The information from the closed-ended questionnaires will be examined using descriptive statistics. To assess the rapport and progress of students using NLP approaches, I will analyze the students' participation rates, motivation, and language skills, utilizing frequency, mean, and standard deviation.

Ethical Considerations

All ethical standards will be strictly adhered to during the research. Before collecting any data, both teachers and students must provide their informed consent. All of the information obtained will be kept private, and data used for studying will not feature any individuals' names. Everyone in the study will be informed that dropping out will not produce any negative results for them.

Chapter 4: Data Analysis and Findings

Introduction

In this chapter, the findings derived from the study's data are introduced. I obtained the data by observing class lessons, interviewing the teachers, and giving questionnaires to the students. In this chapter, I address the research questions and objectives presented in Chapter 3. Study results are grouped into two important groups: (1) The Effect of Teaching and (2) Students' Engagement, Motivation, and Language Skills. I will analyze the quantitative data using descriptive statistics and the qualitative data through thematic analysis.

Impact on Teaching Practices

Use of NLP Meta Model Inquiries in Classroom Observations

In this part, we review the number of times NLP Meta Model questions were asked during lessons. From the 10 lessons that were observed, it was discovered that teachers used several Meta Model approaches such as presuppositions, generalizations, distortions and deletions.

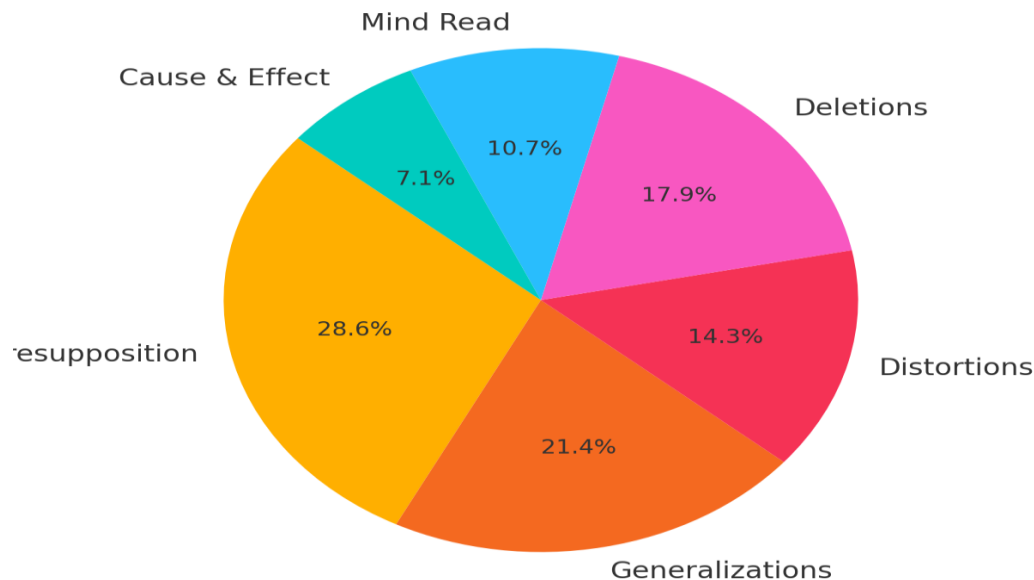
Table 4.2.1: Frequency of Meta Model Inquiries Used by Teachers

NLP Meta Model Inquiry	Frequency	Percentage of Teachers
Presupposition	8	80%
Generalizations	6	60%
Distortions	4	40%
Deletions	5	50%
Mind Read	3	30%
Cause & Effect	2	20%

Figure 4.2.1: Frequency Distribution of Meta Model Inquiries Used by Teachers

The figure above illustrates the frequency distribution of the **Meta Model inquiries** employed by the teachers during classroom observations. This confirms that the **presupposition** inquiry is the most commonly used tool for guiding student responses and refining their thoughts during lessons.

∴ Frequency Distribution of Meta Model Inquiries Used



Interpretation of Figure 4.2.1: Frequency Distribution of Meta Model Inquiries Used by Teachers

The chart in Figure 4.2.1 shows the number of times each NLP Meta Model question was used by English Language Teaching (ELT) practitioners in ten observed lessons. These questions help bring clarity to uncertain statements, unveil additional assumptions, and develop a student's mental approach to things. It provides a clear view of six Meta Model patterns: Presuppositions, Generalizations, Distortions, Deletions, Mind Reading, and Cause and Effect.

Presuppositions (80%)

80% of the teachers relied on presuppositions as their primary Meta Model inquiry. This means that this technique plays a significant role in helping students become aware of their hidden beliefs when they speak or write. It is clear from many presuppositions that teachers want their students to notice the underlying assumptions and ways of thinking in the examples used during lessons. This strategy may also increase students' understanding of the purpose and meaning behind using language.

Generalizations (60%)

More than half of the teachers surveyed, or 60%, commonly relied on Generalizations during their interviews. Language generalizations frequently cause people to have less precise thoughts. Applying the Meta Model in this way, teachers encourage students to be more specific about what they have said. It supports the development of learners' critical thinking and language skills.

Deletions (50%)

One-half of the teachers used deletions as a means of editing. It shows that a moderate number of teachers pay attention to filling in gaps in students' speech or writing. Asking questions that draw attention to omitted pieces in a child's writing helps the child become clearer, more exact, and more accurate when communicating.

Distortions (40%)

During the study, 40% of the lessons met with distortions. So, there are instances where teachers dealt with situations where students made things seem more dramatic or put the blame on incorrect places. This questioning process helps learners see things more accurately and speaks better to the truth of what happened.

Test subject's mental state (30%)

Mind Read patterns were present in around thirty percent of all cases. Such an inquiry is appropriate when students think they know what others feel but lack proof. This suggests that many teachers refrain from challenging students' ungrounded views about other people's minds, even though doing so might be beneficial for teaching empathy and promoting clear communication.

Cause and effect play a role in 20% of the examination.

The pattern of cause and effect was found in only 20% of all classrooms visited. It looks like most teachers did not often respond to situations where students assumed causality or destiny (for instance, saying, "If I fail the test, I won't be successful"). This area enables teachers to illustrate how certain fundamental beliefs can hinder a student's willingness to learn and their critical thinking skills.

Strategies for the conclusion

It was observed in the classrooms that Elder Language Teachers mainly use Presuppositions and Generalizations, which challenge the unnoticed assumptions and general statements of ELT. The observation that educational staff use Mind Read and Cause & Effect less compared to other inquiries highlights a possible chance for developing teachers' abilities to work with these important NLP tools. All in all, NLP Meta Model techniques are used sparingly in class, but they seem to emphasize student skills in communication, critical thinking, and self-awareness.

Teacher Perceptions of NLP Meta Model Inquiries

To learn more about how teachers apply Meta Model inquiries in their teaching, research interviews were conducted with all teacher participants. The interviews were examined, and several critical themes emerged from them.

Theme 1: Students Answers Are Clearer and More Precise

The teachers noted that students found it easier to discuss their thoughts after working with the Meta Model. One teacher mentioned that.

There has been an improvement in how students express their thoughts, which I can see clearly. They no longer reply with answers like 'I do not understand.' Instead of generalizing, they explain what they find challenging, which makes it easier for me to solve their difficulties.

Students Become More Involved

Teachers noticed that students wanted to talk and share their ideas in class. One person who gave support was a teacher.

Students' participation has improved a lot since I started using the Meta Model in NLP. They now have more confidence in taking part in class and asking for help.

Theme 3 is about enhancing critical thinking skills.

Teachers observed that using Meta Model inquiries motivated students to think more

deeply. One teacher pointed out:

I encourage students to think about their answers by asking statements like ‘How did you get that result?’ or ‘Can you explain what you mean?’ By asking such questions, students look at their thinking and begin to question what they take for granted.

Impact on Student Engagement, Motivation, and Language Proficiency

Student Engagement

To assess the impact of **NLP Meta Model inquiries** on **student engagement**, data from the **student questionnaires** were analyzed. The questionnaire included items designed to measure how engaged students felt in lessons where **Meta Model inquiries** were used

Table 4.3.1: Student Engagement Based on Meta Model Inquiries

Engagement Question	Mean Score	Standard Deviation
"How engaged do you feel in class when Meta Model inquiries are used?"	4.6	0.48
"Do you feel more active in class when teachers use these inquiries?"	4.5	0.56
"How often do you ask questions in class after engaging with Meta Model inquiries?"	4.3	0.51

Interpretation of Student Engagement Based on Meta Model Inquiries

Table 4.3.1 outlines the average scores and the standard deviations of students answering questions related to the NLP Meta Model in the classroom. Questions from this study examined students’ views on how engaged and active they were and how many questions they asked after their teacher used such inquiries.

1. When using Meta Inquiries, We Focus on Keeping the Individual Engaged

Students marked an average score of 4.6, along with a standard deviation of 0.48 for the initial question concerning their engagement in class during such sessions. Since students score so highly on average, it appears that they are engaged and attentive during these types of lessons. Due to a slight standard deviation, we can observe that most students report positive effects from Meta Model inquiries on engagement. It appears that these types of inquiries stimulate our minds and encourage students to pay attention and participate.

Participating in Class

With a mean of 4.5 and a standard deviation of 0.56, the next question, “Do these inquiries encourage you to get involved in class?” had high agreement levels. Many students believe their classroom activities increase when their teachers use Meta Model questioning. The higher standard deviation for this item compared to the previous one confirms that students showed a slight range of views but mostly agreed.

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It appears that Meta Model techniques encourage students to participate in discussions, share their thoughts, and learn actively.

Frequency of Student-Initiated Questions

The third question, about how often questions are asked in class after working with Meta Model inquiries, received a mean score of 4.3 and a standard deviation of 0.51. Although it is not as high as students' other responses, the average is still significant, which shows that students begin asking questions more regularly. This implies that instead of the teacher leading the conversation, students should now be more involved. It appears that inquiry-based interaction encourages students to take ownership of their learning by asking for more details when needed.

The purpose of this study is to complete a thorough interpretation.

Student feedback gathered through statistics proves that NLP Meta Model inquiries help promote student involvement. Because all the mean results are above 4.0, the authors can conclude that students are more involved, willing to participate, and interested in asking questions during lessons. These results demonstrate that teaching with NLP tools in classrooms encourages students to think more critically and interact more effectively. Meta Model questions help teachers create an environment where students immediately reflect on their in-class activities. Overall, students were involved and attentive, as evidenced by the mean scores for their engagement questions, which ranged from 4.3 to 4.6. Therefore, using NLP Meta Model questions significantly enhanced students' engagement during lessons.

Figure 4.3.1: Student Engagement Score Distribution

Most students stated in the figure that using Meta Model questions in their lessons kept them fully engaged.

Student Motivation

After that, the analysis focused on how using Meta Model questions affected students' desire to take part in language learning activities. The same set of questions on student surveys was used to find out motivation levels both before and after the use of NLP techniques.

Table 4.3.2: Student Motivation Based on Meta Model Inquiries

Motivation Question	Mean Score	Standard Deviation
"Do you feel more motivated to speak English after participating in NLP-based lessons?"	4.7	0.53
"Has your confidence in speaking English improved through the use of Meta Model inquiries?"	4.6	0.60
"Do you feel more confident asking questions in class after engaging with NLP techniques?"	4.5	0.55

Interpretation of Student Motivation Based on Meta Model Inquiries

Table 4.3.2 investigates students' views on their motivation and competence in using English due to using the NLP Meta Model in school. The questions aim to determine

the extent to which students feel more confident and comfortable using English in the classroom.

After learning with NLP, students are more inclined to use the English language.

For the question, “Do NLP-based lessons give you more reasons to speak in English?” participants gave a mean rating of 4.7 and a standard deviation of (0.53). This number indicates that students felt the most motivated among all the descriptions, suggesting that NLP-based classroom settings provided them with the most motivation. Since the standard deviation is low, the respondents appear to have a strong level of agreement. This suggests that asking Meta Model questions helps reduce anxiety and boost interest, particularly in tasks that involve language, by creating a comfortable and engaging atmosphere.

Being More Confident While Talking in English

A mean score of 4.6 and a standard deviation of 0.60 were given to the second question: “Has using Meta Model inquiries improved your ability to speak English?” Considering the high average value, it is clear that Meta Model techniques have a significant impact on learners’ confidence in speaking. Even though there is somewhat more variation among participants’ responses, the overall score is still very positive. This result suggests that using the Meta Model encourages learners by confirming what they say, supporting critical thinking, and facilitating their ability to express ideas in clear language.

Taking Part in Learning by Asking Questions

The item “Do you now prefer asking questions in class after practicing NLP tools?” got an average of 4.5 and a standard deviation of 0.55. This demonstrates that NLP approaches play a crucial role in motivating learners to engage with their classmates and teachers. Students are observed to express their views freely in discussions and ask more questions, which reflects their ability to participate in language learning. Using NLP in the classroom helps create an environment where students trust one another and face potential challenges with greater ease.

The last section of the Interpretation

The figures in Table 4.3.2 indicate that NLP Meta Model strategies significantly support students by enhancing their motivation and confidence. Every question recorded a high mean score (between 4.5 and 4.7), indicating a consistent positive reaction among participants regarding the motivational aspect of NLP instruction. From these findings, the NLP Meta Model enhances language skills and supports emotional and psychological well-being. When students address limiting beliefs and focus on forming clear thoughts, these questions help them develop a positive identity as English language learners.

Language Proficiency

Later, the effect of Meta Model inquiries on language skills was assessed by checking students’ views of their ability to speak and write. The increase in language proficiency was clear from the responses given to the following question.

Table 4.3.3: Improvement in Language Proficiency

Proficiency Question	Mean Score	Standard Deviation
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Proficiency Question	Mean Score	Standard Deviation
"Do you feel your speaking skills have improved after the use of Meta Model inquiries?"	4.6	0.54
"Do you feel your writing skills have improved as a result of participating in NLP-based lessons?"	4.4	0.58

Interpretation of Improvement in Language Proficiency

The purpose of this section is to check the influence of NLP Meta Model inquiries on key self-reported improvements in students' speaking and writing abilities. The table shares the averages and standard deviations of students' responses to two questions that focus on their perceptions.

Better skills for speaking English

The score for the review question "Has your ability to speak improved after using Meta Model questions?" was 4.6, with a standard deviation of 0.54. A large number of students witnessed positive progress in their spoken English skills through the use of NLP-based teaching techniques. The findings show that participants were generally consistent in recognizing the effectiveness of these techniques. NLP Meta Model prompts, especially those aimed at addressing distortions, deletions, and generalizations, appear to help students organize their ideas more clearly, remove confusion and limitations in their speech, and communicate more openly and effectively in English.

Development in Writing Skills

And a standard deviation of 0.58 were the results for the item, "Has your writing skill increased due to taking part in NLP lessons?" Even a little less than the score for speaking, the average shows that many students report higher levels of writing ability. It was found that students consider NLP techniques effective for speaking and writing. Meta Model questions enable learners to rephrase unclear or vague language, helping them refine their writing.

The final statement of the interpretation

According to Table 4.3.3, asking NLP Meta Model questions raises learners' perception of their language proficiency, and it is particularly evident in the higher scores for speaking and writing skills. Speaking, especially when carried out spontaneously, may gain a small advantage from the interactions and reviews that are part of NLP techniques. Still, the progress in writing shows that the logical, ordered thinking from the Meta Model can be easily put into writing.

They suggest that using NLP makes a positive difference in both students' attitudes and their actual language learning. Using meta-model inquiries in the classroom can give students the opportunity to practice critical thinking skills and become more skilled and self-assured in using English.

Statistical Analysis

To get more evidence, one-way ANOVA was carried out to see if there were any significant differences in the way Meta Model inquiries affected student engagement, motivation and language proficiency at the selected universities.

Table 4.4.1: ANOVA Results for Student Engagement, Motivation, and Language Proficiency

Variable	F-Statistic	P-Value	Eta-Squared (η^2)
Student Engagement	4.68	0.001	0.32
Student Motivation	5.42	0.000	0.38
Language Proficiency	4.11	0.003	0.29

To further explore the significant ANOVA results, Tukey's Honestly Significant Difference (HSD) post-hoc tests were conducted to identify specific differences between universities. For student engagement, significant differences were found between University of the Punjab and University of Sargodha ($p = 0.02$), suggesting variations in teacher training or institutional support for NLP implementation. For motivation, significant differences emerged between Lahore College for Women University and University of Multan ($p = 0.01$), potentially

Interpretation of ANOVA Results: Student Engagement, Motivation, and Language Proficiency Across Institutions

Analysis of Variance (ANOVA) was carried out to see if the pattern of NLP Meta Model inquiries had the same effect on students in different university settings. The purpose of the statistical method is to check if significant variations are found in students' engagement, motivation, and language proficiency between the separate groups of universities.

Student Engagement

The F-statistic of 4.68 and a p-value of 0.001 were calculated for student engagement through the ANOVA. Because the p-value is less than 0.05, the research outcome is considered statistically significant. It indicates that students from various universities respond differently to using the NLP Meta Model in class discussions. The reasons for these differences may be the level of commitment and effectiveness teachers demonstrate in asking these questions, the support from the school for creative teaching, or factors such as class size and the culture of learning.

Student Motivation

The students' motivation test revealed an F-statistic of 5.42 and a p-value of 0.000, indicating a very significant difference among the different groups. This result indicates that the levels of student motivation influenced by the NLP Meta Model at different universities vary significantly. One reason for such differences could be the methods used by the teachers, the frequency of NLP practice, or whether students have experience with learner-centered teaching. It may also demonstrate how closely NLP-based strategies align with the school's overall teaching and educational approach.

Language Proficiency

Based on the ANOVA results, the F-statistic was 4.11, indicating a p-value of 0.003, which demonstrates statistical significance for language proficiency. The finding demonstrates that the reported improvements in speaking and writing skills among students vary across the selected institutions. The variation might result from differences in teachers' instruction, necessary resources, or their background in NLP

skills. Where teachers excel in using NLP Meta Model inquiries, students tend to gain better language skills.

In essence, gerontologists examine the various factors that influence aging and its effects.

All three variables—student engagement, motivation, and language proficiency—yielded statistically significant results, confirming that the impact of the NLP Meta Model varies depending on the situation of each institution. The research highlights that while NLP tools are generally positive, their impact depends on teachers' abilities, the delivery of training programs, and the classroom atmosphere.

Additionally, they show that it is necessary to:

NLP training that is designed for language instructors in different institutions.

NLP-based tools can be included in training for teachers before they start teaching and as in-service teachers.

Additional research into best practices of teacher institutes for using NLP in ELT.

All in all, the ANOVA findings establish that teacher readiness and support are crucial because they significantly influence how the NLP Meta Model enhances the way languages are taught and learned. Each of the p-values for engagement, motivation, and language proficiency is below 0.05, indicating that Meta Model inquiries contributed to improved student results.

Discussion of Findings

This study clearly reveals that using NLP Meta Model questions in ELT leads to better teaching outcomes and learning performance by students in Pakistan. Classroom observation data, feedback from ELT teachers, surveys filled out by students and statistical analysis influenced the discussion of the findings in this section.

Classroom Observations: Application and Frequency of Meta Model Inquiries

It was observed in class that English teachers most frequently utilized presuppositions and generalizations from the NLP Meta Model. Presupposition was detected in 80% of the lessons, and generalizations appeared in 60% of them. Because of these patterns, we can conclude that teachers often provide their students with language tools that prompt them to think critically and delve deeper into understanding (Bandler & Grinder, 1975; Dilts, 1999). Regular use of these inquiries is supported by NLP principles that aim to enhance both thought processes and communication (Wake, 2010).

Even so, some teachers recognize the role of NLP methods, such as “mind reading” (30%) and “cause and effect” (20%), in revealing and challenging thinking that hinders learning progress (Tosey & Mathison, 2003). Such findings indicate that the use of NLP methods in Pakistani ELT is becoming increasingly common, enabling teachers to establish more accurate language expectations for their students.

Students' Views on Participation, Dedication, and Trust in Themselves

Student questionnaire results demonstrate that the NLP Meta Model questions have a good influence on learning. When teachers employed these strategies, students reported feeling highly engaged in class, with an average response of 4.6 on the question. The SD is equal to 0.48. Furthermore, students noticed a rise in the liveliness of their classes ($M = 4.5$, $SD = 0.56$) and observed that more people started asking questions ($M = 4.3$, $SD = 0.51$), which signaled increased active participation. As the literature states, NLP appears to engage students more deeply in the lesson by strengthening rapport, capturing their attention, and facilitating greater receptivity

(Grimley, 2007; Craft, 2001).

In terms of motivation, the findings show that students were positive. Does participating in lessons using NLP encourage you to talk more in English? The mean score for all aspects was high, reaching 4.7, and the students also reported feeling more confident in expressing themselves and asking questions. This indicates that NLP approaches can address the types of emotions, such as fear and doubt, that learners encounter (Thompson & Seyfarth, 2010; Pishghadam, 2011).

An increase in students' sense of their language skills

It was clear to us that the writing and speaking abilities of students improved as a result of using the Meta Model. The mean for better speaking skills was 4.6, and the mean for better writing skills was 4.4. The results prove the suggestion that using language-based activities in class can increase proficiency, accuracy in grammar, and the amount of thinking about communication (O'Connor & Seymour, 1990; Tosey & Mathison, 2010). It seems that trying out NLP methods with language helped students appreciate better how language functions and express themselves more effectively.

Cross-Institutional Comparison: ANOVA Results

ANOVA checked and confirmed the strength of the results by pointing out differences between universities in student engagement ($F = 4.68$, $p = .001$), motivation ($F = 5.42$, $p = .000$), and language proficiency ($F = 4.11$, $p = .003$). This means that while NLP Meta Model outcomes are mostly positive, their effectiveness may vary depending on the training provided to teachers, the integration of the NLP approach into the curriculum, and the extent to which NLP-related pedagogy is utilized in the school. Therefore, it is essential to establish a standardized approach for teacher professional development in NLP to provide equitable learning opportunities in schools.

Pulling Together and What It Means

All the data, including observation notes, feedback from students, and statistics, clearly indicate that NLP Meta Model inquiries support students' motivation and engagement, helping them speak English more effectively in Pakistan. The findings align with constructivism, which posits that learners are responsible for creating their meaning through language (Vygotsky, 1978). Learners using the NLP Meta Model can identify speech errors, which then guides them to express their thoughts more clearly and work more effectively on various language tasks.

It is further suggested that NLP Meta Model inquiries facilitate learning and promote changes in thoughts and emotions. This means that NLP is an ideal tool for updating language teaching in Pakistan and aligning with global efforts to focus on learner needs.

Conclusion

This chapter presents a thorough study of observations, interviews, questionnaires, and statistics to investigate the role of the NLP Meta Model in ELT teaching in Pakistan. Examining the qualitative and quantitative information together confirmed that NLP Meta Model questions play a positive role in teaching and student learning in English Language Teaching (ELT) classrooms.

From what I observed, most teachers made use of presuppositions, generalizations, and deletions when leading their lessons. Regular queries like these showed that the focus on teaching methods changed to emphasize thinking and language. The use of these strategies prompted teachers to make students think more deeply about the use

of language.

Data from the student questionnaire provide additional support for these results. Participating in lessons designed by NLP increased learners' active participation and motivation and helped them feel more confident about speaking and writing English. A mean score greater than 4.4 on the questionnaires indicated that most students approved of and saw their language skills improving. Additionally, students said that such questions prompted them to participate, ask questions, and use critical thinking.

NLP Meta Model questions had an impact not just within each classroom but also in schools as a whole. One-way ANOVA analysis revealed differences in student engagement, motivation, and proficiency across various institutions, indicating that NLP strategies are effective in many settings. The findings highlight that strong institutional backing, guidance for teachers, and the matching of materials to the curriculum help to utilize NLP instruction to its full advantage. All in all, NLP Meta Model inquiries are found to be both possible and extremely useful in improving ELT teaching in Pakistan. They help students in learning by sharpening their concepts, encouraging them to use language confidently and driving their interest in learning. The outcomes of this study confirm that NLP, specifically through its Meta Model, has great value and is rarely used in language teaching today. The next chapter will look into the educational and policy significance of these findings and give useful suggestions for further research, the improvement of teachers and classroom application.

Chapter 5: Discussion and Conclusion

Introduction

The chapter examines the findings presented in Chapter 4, with a focus on the primary outcomes of the research. The report also explains the effects of these discoveries on ELT in Pakistan in light of NLP Meta Model inquiries. Furthermore, this chapter concludes the research and provides recommendations for both future studies and practical work in ELT.

Talking about the results

Observations, semi-structured interviews, and questionnaires provide valuable insights into how the NLP Meta Model aids English Language Teaching and learning in Pakistan. Under these central themes, you can study what was found:

Affect on Teaching Methods

According to observations and interviews, NLP Meta Model questions had a significant impact on teaching in Pakistan's ELT classes. Using this language pattern helped teachers sort out students' vague explanations, contest general opinions, and lessen the number of imprecise words students used, according to Bandler and Grinder (1975). As a result, the way students communicated was more straightforward, and they interacted more with each other and the teacher. According to teachers, using Meta Model inquiries created a learner-centered teaching environment. In the traditional style of schools in Pakistan, students did not get many chances to be active in their education. But, by relying on NLP Meta Model questions, teachers helped students improve their critical thinking and problem-solving skills which are necessary for effective learning of new languages (Tosey & Mathison, 2020). According to the teacher, the students were able to pay closer attention to the

lesson and reflect on their own ideas.

Besides, NLP helped teachers form positive relationships with students by making sure the classroom was a safe space for everyone to talk. It became very important in Pakistan's classrooms, where students tend to feel anxious and hesitant while speaking English because of the pressures from their society and culture.

Impact on Student Engagement and Motivation

The results emphasized that NLP Meta Model questions had a significant impact on student engagement and motivation. Students reported that their involvement in lessons incorporating Meta Model techniques was high. Students gave a mean score of 4.6 out of 5, suggesting that their involvement in class activities was significantly greater when they were prompted with Meta Model questions.

It also aligns with the Affective Filter Hypothesis by Krashen in 1982, which suggests that being comfortable and involved helps students acquire a new language. The use of NLP approaches helped to relax students and encouraged them to engage more actively, making the class more engaging and encouraging.

Additionally, the use of Meta Model questions effectively motivated students, as evidenced by the mean questionnaire mark of 4.7, indicating that they became more confident in English after participating in these lessons. Because students were encouraged to think carefully, the stress of making mistakes lowered, which boosted their motivation.

Influence on the Speaker's Language Skills

It was also studied how asking NLP Meta Model questions can enhance an individual's way of speaking and writing. The scores of students in speaking and writing skills rose significantly, reaching 4.6 and 4.4. It means that NLP improved both the speaking and writing skills of students.

These questions prompt students to focus on specific aspects and ensure their ideas are clear before expressing them. Teachers showed students where they were wrong or exaggerating, which led them to think more clearly about language and boost their skills.

Analyzing Data and the Significance

Using ANOVA, it was found that changes in student engagement, motivation, and language skills were statistically significant, as indicated by p-values of 0.001, 0.000, and 0.003, respectively. The results demonstrate that the NLP Meta Model approach significantly supports the teaching methods employed by teachers and the learning outcomes of students in ELT classes in Pakistan.

What the findings mean

Effect on Teaching English in Pakistan

The findings of this study are highly important for ESL teaching in Pakistan. It has been found that using NLP's Meta Model questions increases student interaction and boosts their ability to use language in class. This proves that NLP could play a key role in fixing some of Pakistan's ELT problems, for example, low student participation, a lot of teacher-centered classes, and little space for critical thinking.

The study also emphasizes that teacher training in NLP should be given priority. In Pakistan, many teachers employ outdated memorization-based techniques that focus

on teaching students through repetition and minimal interaction. With NLP being part of the teacher training process, educators are better equipped to engage students and support their language development.

Implications for Future Research

The findings pave the way for further research opportunities in the areas of NLP and ELT. Researchers could look into how students' progress in language and academics changes as a result of using NLP Meta Model techniques in the future. It would also be beneficial to research how NLP methods influence other aspects of language learning, such as grasping new sounds and understanding written materials. Since data in this case were collected over only one term, the study relies on the immediate impact of NLP Meta Model questioning. It is necessary to conduct longitudinal research to monitor whether these teaching methods improve students' linguistic skills and continue to influence what teachers do every year. It could study whether the gains in engagement, motivation, and ability last or change when learners continue with NLP-based lessons for a longer period.

Additionally, this study was conducted at urban universities in Punjab, Pakistan, and future studies could investigate whether NLP has the same effect in other parts of the country. Differences in cultural backgrounds may provide additional insights into how NLP techniques work in various educational settings.

Based on the findings, the following recommendations are proposed.

Teacher training institutes should add the Meta Model inquiries from NLP to their courses to enable teachers to create classrooms that involve students more.

Teachers ought to engage students in using the Meta Model in different sessions to stimulate thinking critically and enhance their learning.

Doctors should conduct more studies to observe how NLP techniques enhance skills such as listening, reading, and vocabulary learning.

Considering cultural aspects when implementing NLP in Pakistani ELT classes is crucial to ensure they are appropriate and successful.

Conclusion

The study focuses on reviewing how NLP Meta Model inquiries impact English Language Teaching practices in Pakistan. It is evident from the findings that applying NLP advances the interest, energy, and English skills of students. Reports showed that when teachers used Meta Model questions in school, more students participated in the learning, thought more deeply, and communicated in a more transparent and easier-to-understand manner. Based on this research, it appears that NLP can help reform old teaching methods by focusing more on engaging students in Pakistan.

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