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The Role Of Neuro-Linguistic Programming In Enhancing Emotional Intelligence In Second Language Learners

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Abstract: *Neuro-Linguistic Programming (NLP) holds a substantial optimistic impact on developing emotive intellect in the second language learners. This study grants a qualitative data analysis of research investigative the role of Neuro-Linguistic Programming (NLP) in developing emotional intelligence (EI) amongst language learners. Data were composed from 20 undergraduate learners of second language (10female, 10 male) registered in an English language course. Utilizing thematic analysis, narrative examination and semi-structured interviews from learners. The paper discovers just how Neural linguistics Programming facilitate classroom interventions comprising rapport-building, reframing, mirroring and anchoring predisposed learners' emotional terminology, self-regulation, empathy, sympathy and interactive communiqué. Outcomes disclose degree of difference models of Emotional Intelligence development beside gender lines and accentuate the prospective of Neural linguistics Programming as a transformative pedagogical device within unrestrained language teaching paradigm. Neural linguistics programming plays a significant role in enhancing emotional intelligence in second language learner's classroom perspective.*

Keywords: Neural linguistics programming, Emotional intelligence, Enhancing, Second language Learners and Instructions

Introduction

In this digitalization era the learning process has changed altogether. Either it is a language learning or other subject mastery. The previous rote memorization of vocabulary, traditional grammar learning, were the artefacts from the past few decades. Learning a language is totally a cognitive, emotional and societal attempt. During classroom participation in learning a language the students constantly convey cerebral sensations including anxiety, uneasiness, confidence, embarrassment, empathy, motivation and self-expression. Subsequently, recently instructional pedagogical paradigm started to touch upon emotive intellect as necessary component of lucratively in acquisition of language and communicative competence.

During this fluctuating panorama, a new emerging pedagogical paradigm that is neural cognitive programming captivated extensive cognizance resembles interactional and psychoanalytical framework. It is equipped with enhancing emotive intellect and communicative competence. Originally exploited during the 1970s by John Grinder and Richard Bandler. Neural Linguistics Programming searches the connection concerning neural cognitive procedures, language behavior, and practical learning models. The pivotal premise of Neural cognitive Linguistics molding advocates that anthropological reasoning and emotive responses can be transformed through premeditated linguistic and interactive interventional techniques.

Academics researchers progressively contend that learner centered emotionally supportive language classrooms extensively promote active participation among learners. It also develops communicative

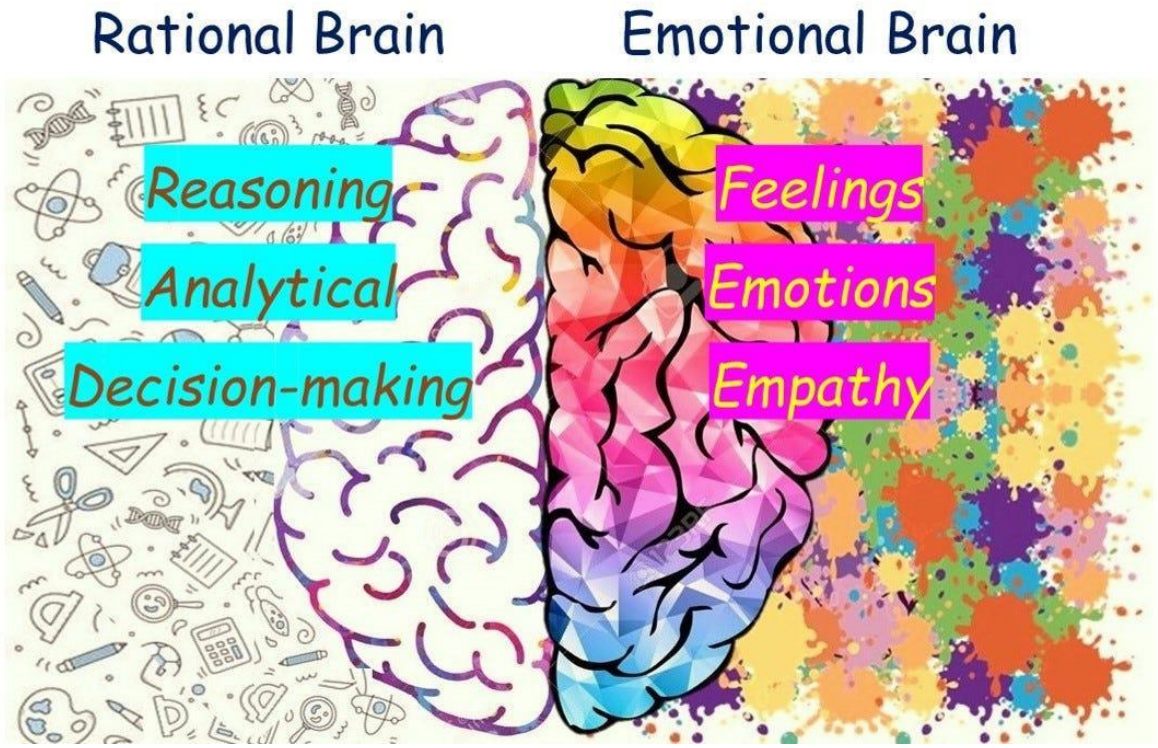
self-efficacy, confidence in verbal expression, mental and emotional stability. It is seen; the strongest motivation is demonstrated by emotionally intelligent learners in language classrooms. Motivated learners show greater resilience, improved collaborative interaction and enhanced intercultural sensitivity.

Neural cognitive linguistics Programming constructed instructive approaches consequently propose considerably designed for nurturing expressively receptive erudition surroundings. This article unsympathetically reconnoiters the position of Neuro-Linguistic Programming in improving emotive intellect inside linguistic teaching space by exploratory hypothetical practicalities, instructive applications, practices, drilling, emotive insinuations and instructive encounters. It enhances brain capabilities and enhances emotional brain to ready to learn.

1.1Danial Goleman the emotional brain and rational brain

The modern scientific encounters concerning the brain and emotions have modified the approach humans recognize anthropological conduct. Additional brain-imagery technologies have facilitated scientists predict just how emotions design internal the brain and how considerations affect proceedings, feelings, interactions and outcomes. Primary, emotions were repeatedly disregarded in thinking, but currently science admits their general role in human life.

Golman maintains that success in life completely not contingent only on IQ or intellectual intelligence. Emotive intellect, including motivation, self-control, empathy, persistence and perceiving others' emotions are analogously fundamental. Contrasting to IQ, these emotional skills can be improved and trained, chiefly for youngsters and learners. Correspondingly to the origin, properties like sympathy, self-discipline and emotional equilibrium are crucial for constructing powerful personality traits and a well functioned society. Emotional intelligence consequently enhances not only individual expertise but similarly an ethical requirement for human race.

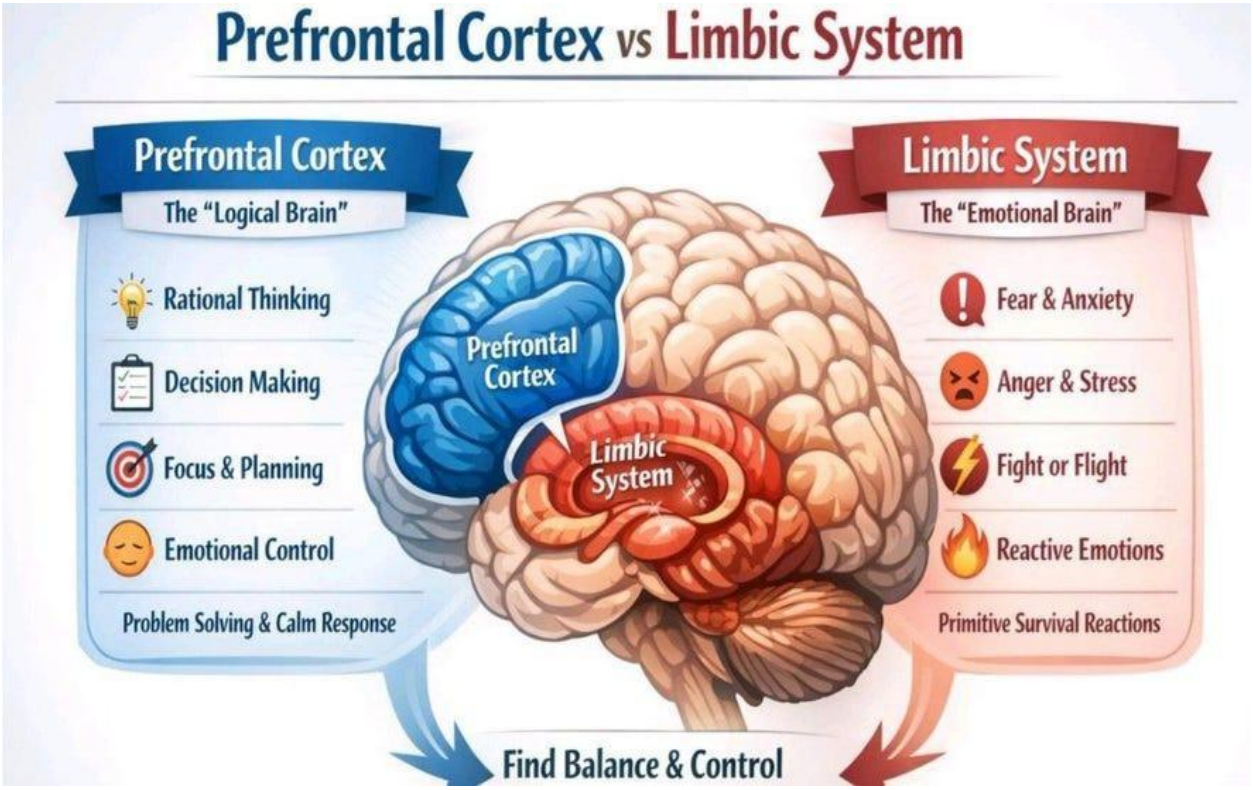


Goleman, D. (1995). Emotional intelligence: Why it can matter more than IQ. Bantam Books.

Daniel Goleman doesn't factually utilize the terminology "emotional brain" and "rational brain" as two split organs. But he promotes a valuable technique of describing by what method the brain performs task in emotional positions, particularly in his book Emotional Intelligence (1995*)*.

The **"emotional brain"** declares chiefly to the limbic organism, uniquely the amygdaloid nucleus. This portion responds abruptly to emotional impetuses identical anger, fear, worry or pleasure. It acts immediately and spontaneously. Occasionally beforehand we have moments to remember. That is wherefore humans may respond thoughtlessly in traumatic circumstances.

The **"rational brain"** represents predominantly to the prefrontal cortex, the segment of the brain accountable for analyzing, designing, decision-making, reasoning self-control and planning. It facilitates us hesitate, explore situations and select suitable reactions as an alternative of responding emotionally. Goleman expounds that emotional intelligence hangs on stability regarding these two tactics. When emotions overthrow the rational brain. Decisions become impulsive. But when the prefrontal cortex controls emotional reactions, a person's presentation enhanced self-control, thoughtful behavior and empathy.



Goleman, D. (1995). Emotional intelligence: Why it can matter more than IQ. Bantam Books.

Neural linguistics Programing might be the solution-founded methodology. It does not analyze the backgrounds and the challenging styles but also aspects to influence performance to change. Neural Linguistic Programming grabs abilities centered on consequences, believable outcomes and the collection. It is virtually debates about disapproval, not "disappointment," that which unlocks whatever the mechanisms are, indicating that it is finest to recognize something unique that does applicable (Hall and Linder-Pelz , 2007).

A lot of research has been conducted on second language acquisition which describes the effectiveness of such factors as anxiety, age and motivation. But there remains a limited body of empirical work on developing emotional intelligence integrating with Neuro linguistics programming techniques. Many scholars have recognized the importance of Emotive intellect in academic accomplishment and intercultural communications. Along with it many scholars have also worked on Neuro linguistics programming techniques and second language acquisition. But the integration of Neuro linguistics programming techniques into language as a pedagogical tool to develop Emotional Intelligence has not been worked out or still in initial stages. Concurrently, Neural linguistics Programming has captured interests to boost self-awareness, emotional regulation and communicative effectiveness. It is a handsome research gap with the collaboration of Second Language Acquisition, Emotional Intelligence

and Neuro linguistic programming techniques. Whereas Emotive Intellect is acknowledged a pivotal split of effective communication in second language learning techniques present for cognitive and emotional transformation. Tailoring these techniques in the instructional pedagogical framework would work wonder and enhance Emotional intelligence in the second language learners left totally undiscovered. Few studies have applied and implemented structured Neuro Linguistics Programming based interventions aiming to develop Emotional Intelligence in second language classrooms. Especially using mixed methods of research designs that capture both emotional and linguistic development over time.

1.2 Hypothesis.

1.Neural linguistics modeling performance considerably progresses learners' emotional control and self-regulation.

2.The utilization of Neurolinguistics programming approaches substantially improves communicative self-confidence amongst second Language learners.

1.3 Research Question

1.How does Neural-Linguistic Programming (NLP) donate to the improvement of emotive intellect in the language classroom?

2.How do Neural Linguistics Programming approaches manipulate beginners' emotional recognition in learning language contexts?

3.How does the incorporation of Neuro Linguistics Programming approaches influence learners' communicative intimacy and interactive interaction in the linguistic classroom?

4.To what extent do Neural Linguistics Programming -based teaching practices enhance learners' empathy and social awareness?

5.What is the correlation connecting emotional intelligence and language learning execution in NLP-reinforced classrooms?

6.Which NLP tactics are greatest effective in decreasing language apprehension and progressing progressive classroom encounter?

1.4 Research Objectives

1.To reconnoiter how Neural-Linguistic Programming (NLP) techniques can facilitate linguistic learners' progress with emotional recognition and constraint in classroom backgrounds.

2.To explore the role of Neural linguistic modeling in correcting learners' confidence, motivation and interactive transmission through language learning performances.

3.To identify the correlation involving Neural Linguistics Programming-constructed classroom methods and the development of beginner's emotional intelligence abilities. That are empathy, self-regulation and social interaction.

4.To examine how Neural Linguistics Programming performances contribute to plummeting language anxiety and progressing optimistic classroom contribution amid learners.

5.To intimate functional Neural Linguistics Programming-constructed approaches that can be combined into linguistic classrooms for the improvement of emotive intellect and effective communication competences.

1.5 Significance of the study

The present study embraces sizeable pedagogical and psychological magnitude since it considers the capability of Neuro-Linguistic Programming in promoting Emotional Intelligence surrounded by the

language classroom. In modern-day instructive milieus, language erudition is no longer professed as a virtuously cognitive innovativeness. It is overwhelmingly connected with beginner's emotional personalities, interactive thoughtfulness, self-controlling dimensions and forthcoming certainty. Subsequently, the current study seeks to illustrate exactly how Neuro linguistics Programming-constructed stratagems may possibly promote psychologically quick regain sympathetic and sensitively adaptive language learners. The implication of this exploration also proceeds after the interdisciplinary inclination. As it synthesizes perceptions commencing psychology, neuroscience, educational and linguistics praxis. Inspecting the intersection between Neural Linguistics Programming methods and emotional intelligence competencies. The study impacts on an additional holistic realizing of second language learning. where sentimental variable quantity is conferred parallel reputation along with linguistic competence. Such methodology may possibly confront traditional pedagogical theories. That primarily concentrates on linguistic accurateness and academic accomplishment. Whilst unconsciously avoiding learners' emotional happiness-existence.

Additionally, this study may possibly grant appreciated consequences for foreign language learning. Supplying them with groundbreaking pedagogical instruments to prove enthusiastically sympathetic and interactionally dynamic classrooms. Neural Linguistics modeling constructed -concerned with preparations. Similarly, rapport-building, sensory awareness, positive anchoring and reframing may possibly help instructors in modifying beginners' anxiety, communicative confinement and responsive self-consciousness. The learners English language hawthorn demonstrate enhanced self-effectiveness, equilibrium of emotions, cooperative situation and spontaneity of communication.

Additional worth mentioning implication of the study remains in its promise provision to learners' psychosocial improvement. Emotional intelligence is fundamentally correlated with identification, self-mindfulness, motivation, interpersonal competence and emotional regulation. Hence, incorporating Neural Linguistics modeling stratagems obsessed by language coaching might not simply improve etymological achievement. It nurtures emotionally composed entities competent in maintaining improved social connections and productive classroom collaborations.

In accumulation, the study yields intellectual significance because research exploring the convergence of Neural Linguistics Programming and emotional intelligence in language education remains comparatively underrepresented, particularly within developing educational contexts. Hence, this investigation may enrich the prevailing quantity of text by extending empirical and theoretical perceptions obsessed by exactly how sentimental pedagogics dismiss convert language acquiring encounters.

2.LITERATURE REVIEW

2.1 The Emotional Construction of Language Learning

Language classrooms are certainly not simply cognitive stadiums. Every single performance of spoken communication in a second or foreign language bears an effect of individuality, exposure and social intermediation that learners direct. Krashen's (1982) affective filter hypothesis was midst the immediate recognized responses that emotional territories are not marginal disturbance in the philological-erudition procedure. It is organizational variable that can clarify or destroy achievement the situation. From decades, mainstream pedagogy to the affective dimension as a residual problem; anxiety, motivation deliberately cultivated through principled intentionally instructional design. Neuro-Linguistic Programming injected in language learning resounding equally unexpected possibilities and extensive polemic. Previously established by Richard Bandler and John Grinder (1975, 1979) through the modelling of productive therapists. Notably Milton Erickson, Fritz Perls, and Virginia Satir. Neural Linguistics Programming projected a meta-model of human communication grounded in the assertion that excellence is replicable. If one recognizes, secret code the original cognitive and linguistic samples that generate it. Its attention to vernacular instruction was initiated by general practitioners by Revell

and Norman (1997). Who explored that Neural Linguistics Programming considerations to sub modalities of observation. The physicality of communiqué and the establishing of confidence compose an organic and compelling expansion of humanistic linguistic instruction.

Concurrently, the theory of emotional intelligence was formed in psychosomatic texts. Salovey and Mayer (1990) first operationalized Emotional Intelligence as a consistent proficiency covering the sensitivity, utilization, perception and administration of emotion. Goleman's (1995) successive dissemination of the establish extensive, sometimes contested. But creatively dominant gotten Emotional intelligence into managing training and school curricula. Eventually second-language research. The theoretical intersection involving Neural Linguistics Programming's expansive toolkit and Emotional Intelligence 's experience construction declares concerned extending intellectual considerations, even though the connection remnants undertheorized and moderately empiric.

2.2 The Language Classroom and Emotional Ecosystem

2.2.1 The Affective Filter, Anxiety and identity

Krashen's (1982) affective filter hypothesis, nevertheless hypothetically underspecified by modern-day values, apprehended approximately that advanced research has frequently established. Demonstrative conditions meaning not simply as embellishments to etymological erudition but as controlling devices that moderate the convenience of the language attainment device. High anxiety, low motivation and low self-confidence. The variable quantity Krashen acknowledged as floating the filter. Through empirical observation correlated to concentrated involvement commitment, evading of verbal involvement and implementation of defensive attitude interaction approaches that reduce acquirement (MacIntyre, 1995; Horwitz, 2001).

Norton's (2000) distinctiveness-constructed interpretation of semantic learning expands this representation substantially. Portraying poststructuralist theory. Norton explored that language learning implies not precisely the acquisition of a secret code but the concession of uniqueness through collective domains in which learners absorb inadequate sides of authority. The emotional empathetic of language learning humiliation at accent, anxiety concerning linguistic oversight, excitement at productive interaction is devoted commencing these personality interventions. Emotional Intelligence is not virtuously a particular strength but interpersonal and political competency. The capability to traverse expressive dynamic forces that are architecturally constructed.

Arnold and Brown (1999) delivered the greatest systematic initial incorporation of emotional variable quantity into linguistic pedagogics, categorization anxiety, inhibition, self-esteem, empathy, risk- taking and enthusiasm. The emotional system in which language achievement transpires. Their construction hauled deeply on humanist consciousness and estimated, minus identification. Many of the matters that would afterward be attended within Emotional Intelligence learnt pedagogy. The meaningful succeeding influence of the positively charged psychology turning in SLA (MacIntyre et al., 2019; Dewaele & MacIntyre, 2014) has been to complete this discrepancy-disturbed with center of attention with courtesy to the environment beneath which constructive influence phenomenon, emerge, appealing commitment can be thoughtfully tended.

2.2.2 Classroom Climatic zone and teacher's emotions

The emotional quality of the language classroom is not specially established by learner asserts; teacher emotion is a similarly constitutional mutable. Hargreaves (1998, 2000) contended that teaching is an integral emotional practice. one that incorporates what he described emotional topographies. The longitudinal, socio-artistic, physical and moral remoteness connecting instructors and learners. That constructs the passionate attribute of their encounters. Teacher exhaustion, emotional labour and compassion fatigue. The managing of authenticated experiencing to observe with practiced demonstrate controls (Hochschild, 1983). Absolutely disturb the condition of directive and the touching environment

of the classroom.

Day and Leitch (2001) established descriptive research that actual teacher's magnet on a rich emotional intelligence to deliver classroom crescendos. Adjust to individual learner needs and continue motivational impetus across the predictable dales of commitment that characterize enduring-stretch language command. Benesch's (2012) perilous version protracted this scrutiny to contend that teacher emotional labour in EFL circumstances is normally gendered and racialized. That the considerate emotional exertion required of language teachers is suspiciously tolerated by females' alternative teachers and remnants methodically underrated.

The consequence for Neural Linguistics Programming conversant pedagogy is substantial. If Emotional intelligence improvement is to be profoundly amalgamated into language classrooms. It cannot be attended especially at the stage of beginner involvement. Professional development of teachers essential similarly concentrate on the sentimental anxieties of teaching and on the structural situations. Class dimension, recognized maintenance, trained independence. That determines whether emotional labour rests environmental throughout time.

2.3 Emotional Intelligence and NLP interventions

i. Rapport-Building and Emotion

The fundamental domain of Mayer and Salovey's (1997) capability model. The precise sensitivity of emotion in individuals. For Neural linguistics Programming general practitioners, rapport is not an elusive moving splendor, but a detailed outgoing accomplishment fabricated around graduation. The synchronized-time reflection and fine-grained reading of another's functioning, tone and verbal output. Coordinating and mirroring. The deliberate, cataleptic-ostensible orientation of position, gesture, breathing and linguistic record with an panelist.

The empirical confirmation for specific mirroring impacts on rapport is varied but not insignificant. Chartrand and Bergh's (1999) "dilettante effect" delivered stout experimental indication that cataleptic behavioural impersonation simplifies partiality and communal consistency. Wildermuth and Heath (2009) displayed synchronized transfer developed collaboration and emotions of correlation, contribution to a research laboratory equivalent for the physical attunement that Neural Linguistics Programming advocates. In language classroom contexts, Dörnyei and Murphey (2003) transported expert-concerned with indication that instructor behaviour dependable with Neural Linguistics Programming rapport-building energetic attending, unaffected salutation, separate name usage meaningfully moves assemblage diminuendos and motivational microclimate.

ii. Emotional State and Anchoring

Anchoring in Neuro-Linguistic Programming (NLP) is the procedure of concerning a precise inducement. Like a word, touch, or gesture with a progressive emotional status throughout preparing. In language learning, it improves learners approach considerations like certainty, composure and inspiration. When necessary, adopting the emotional managing portion of Emotional Intelligence (LeDoux, 1996). Techniques like anchoring were employed in Group. Linguistic Learning and Suggestopedia. Where music, classroom environment and reassuring collaboration initiated comfortable understanding surroundings (Curran, 1976; Lobanov, 1978). Research also recommends that encouraging emotional situations advance reminiscence and learning remembering by affecting brain developments correlated to recollection strengthening (Cahill & McGaugh, 1998; McGaugh, 2004). Nevertheless, Emotional intelligence-beached pedagogy identifies that destructive sentiments similarly anxiety or disappointment can also influence learning and individual growing (Dweck, 2006; Yerkes & Dodson, 1908).

iii. Emotional Understanding and meta model

The Neural Linguistics Programming meta-model backings learners recognize sentiments by detecting the linguistic models. People utilize deform, generalize, or hide from view their encounters. In language classrooms, these questioning techniques support both communication and emotional awareness. Research by John Grinder showed that Neural cognitive modeling interaction theories can improve classroom interaction and reduce learner resistance (Grinder, 1993). Similarly, Mercer (2000). It highlighted that exploratory classroom talk develops deeper cognitive and social understanding. For example, when a teacher asks a learner to explain why they undergo incapable to speak in class. It encourages emotional reflection and self-awareness. Which are key aspects of Emotional Intelligence (Salovey & Mayer, 1990).

The proposals of the Neural cognitive Programming meta-model also join closely with the RULER program developed by Marc Brackett and colleagues. Which focuses on recognizing, understanding, labelling, expressing and regulating emotions (Brackett, Rivers, & Salovey, 2011). Both approaches emphasize facilitating learners develop transparent emotional recognizing and a richer emotional expression. Which can positively stand language learning and classroom interaction.

iv. Multimodal Emotional Learning and Representational system

Neural cognitive modeling's hypothesis of representational techniques assert. Those entities have favored physical avenues amongst which they code and reclaim capability has been most polemically employed as a foundation for identical direction to learner "categories." The sizable body of confirmation touching the strength of visual-auditory-kinesthetic (VAK) understanding styles as collected characteristics that determined instructional effectiveness (Pashler et al., 2008; Rogowski, Calhoun, & Tallal, 2015) has been suitably swift upon by contenders of Neural cognitive modeling to match this outcome. Conversely, this evaluation prepares not damage the asserted Neural Linguistics Programming experience that profoundly multimodal instruction concurrently relates visual, auditory and kinesthetic directing avenues structures more continuing learning than unimodal execution.

Mayer's (2009) intelligent thought of multimedia erudition, beached in condensed tentative gesture, effects theoretical building for this sympathetic. The incidence directing of articulated and graphic material. However, not intimidated by unnecessary cognitive quantity increases both perception and conservation. The Emotional Intelligence magnitude of multimodal teaching mendacities in overly romantic affluence that multi-sensory rendezvous products. Constituents and program in language classrooms, measure in the discovery on Collective Basic Reaction (Asher, 1977) and on creation and linguistic learning (Schön et al., 2008). Generate positive emotional motivation. Fredrickson's (2001) growth and premise estimates enhance attentional and cognitive assets. Neural Linguistics Programming acquainted method to multimodal demonstrating would emerge not only to cognitive management efficacy but to the emotional specification of the learning capacity subsequently structured.

3.Methodology

3.1Research Design

The qualitative case study design was adopted to reconnoiter. Just how Neuro-Linguistic Programming (NLP) interventions impact the improvement of emotive intellect in the language teaching space. Contrasting investigational exploration, this method centers on realizing learners' existing encounters, emotional reactions, classroom collaborations and individual advance in accepted learning surroundings. Qualitative design is considered suitable because emotional intelligence involves subjective experiences similarly self-awareness, empathy, emotional regulation and interpersonal communication. All of which can be explored deeply through observation and participant reflection. Moreover, 8 weeks international program of neuro linguistics programming techniques, like anchoring, reframing, mirroring, metamodel, rapport building and representational system was conducted with the learners. In this intervention, programming different practices like drilling, repetitions, spoken practices

in the classroom, rehearsal with the fellows, document analysis, reflective journal were conducted. The instructor designed a checklist to note classroom observations. At the end of intervention program, a semi-structured interview was conducted with the second language learners to know their experiences on Likert scale.

3.2 Research Approach

The research was an interpretivist investigational approach. Which obtains to recognize exactly how beginners explain and hypothesis their communicative and emotional encounters throughout language learning performances prompted by Neural cognitive Programming procedures. These entities were analyzed during classroom observations. Learners' emotional experiences in the classroom. Changes in communication behaviour. Confidence development during language activities. Teacher-student rapport and interaction. Learners' perceptions regarding NLP strategies

3.3 Participant and sampling

There were 20 undergraduates of second language learners. The learners were selected by stratified random sampling approach to gain balance of sample in item, gender, academics year and socioeconomics background. There were 20 learners (10 female, 10 male) matured 19 -20 years. The were registered in Bachelor of Arts programmes in English Language and Literature. They were in second semester. All contestants were Urdu speaker and were learning English as a foreign language/ second language. Notified permission was gained from all the learners and moral authorization was guaranteed from the institutional evaluation board earlier to data gathering.

3.4 Instruments

Data Collection Instruments

Multiple qualitative instruments were employed to confirm strength and reliability of data.

i. Semi-Structured Interviews. In Extensive interviews was conducted with learners of second language to explore their experiences concerning the task of Neural cognitive Programming in emotional awareness, motivation and confidence building classroom interaction.

ii. Classroom Observations: The researcher conducted non-participant classroom reflections to analyze learners' emotional expressions, engagement, behavioral responses and communication pattern throughout Neural Linguistics Programming-grounded pursuits. Field notes were retained right through the reflection procedure.

iii. Reflective Journals

Students were stimulated to encourage thoughtful academic journals depicting their emotional experiences, communication confidence, classroom challenges and replies to Neural Linguistics Programming pursuits. Reflective writing required perception into novices' core passionate improvement over time.

iv. Document Analysis: Appropriate classroom resources, activity records and lesson plan concerning Neural cognitive Programming interventions were evaluated to appreciate exactly how emotional intelligence abilities are integrated into language training.

3.5 Procedure for data collection

I. Consent was obtained from institutions and learners.

ii.Reflecting of classroom contained out over 8 weeks interventions of neural cognitive programming.

iii. Reflective journal was retained by learners during interventional periods.

iv. Semi-structured interview was managed at the end on accomplishment of interventions segment.

V. Appropriate classroom essays and instructional material were accumulated for evaluation.

3.6 Data Analysis Procedure

I. Thematic analysis was completed of collected qualitative data. The researcher would

ii. Organize observation notes and transcribe semi- structured interviews.

Iii. The data collected was read out repeatedly carefully.

iv. Findings were interpreted related to language learnings and enhancing emotions.

v. Thematics categories were developed in relations to neural linguistics programming interventions and emotive intellect

The collected data were evaluated by Utilizing Clarke and Braun ‘s (2006) six-stage thematic evaluation structure. Codes were produced inductively from raw data and then ordered into central themes. Peer debriefing and member checking were utilized to confirm credibility. Goleman's (1995) five-module Emotional intelligence model (self-awareness, self-regulation, motive inspiration, sympathy and empathy and social skills) wrought as the theoretic lens system for elucidation.

4.Results and Discussion

The qualitative data collected was analyzed, frequences and percentages were counted. Moreover, mean score or emotional intelligence level and standard deviations were also calculated. Descriptives statistics were also found out. Gender-wise deceptive statistics were also calculated.

Table. 1 show up a synopsis of all 20 contestants, containing their expertise levels, early EI measurements (descended after semi -structured interview and experimental data) and set qualitative performances from the pre-intervention phase

Thematic Analysis

The organized coding of interview transcriptions, retrieve notes and journal entrances, six crucial ideas materialized commencing the data. These themes illuminate the complicated techniques in which Neural Linguistics Programming interventions produced learners' affecting intellect beyond altered magnitude of linguistic learning. Qualitative classifications are generally persuaded into statistical quantities for informative statistics:

Low EI = 1 Moderate EI = 2 High EI = 3

Table 1. Learner’s Demographic Profile (N = 20)

Variable	Category	frequency	Percentage %
Gender	Male	10	50
	Female	10	50
Age	20 years	4	20
	21 years	4	20
	22years	6	30
	23 years	4	20
	24 years	2	10

Mean AGE= 21.90 SD=1.17

Table 2. Proficiency Division of English proficiency

Proficiency level	Frequency(f)	Percentage %

Beginners intermediate	2	10
Intermediate	8	40
Upper intermediate	4	20
Pre-Advanced	2	10
Advanced	4	20
Total	20	100

Many contestants (40%) were at their average competence level. It demonstrates a comparatively standardized consortium of language learners with adequate English competency to contribute to classroom-constructed Neural Linguistics Programming and Emotional Intelligence performances. It also got clear that 10% percent of learners were at their initial level of proficiency. Moreover 10% were at their pre-advanced level.

Table 3. Emotional Intelligence (EI) Level Division

Emotional intelligence Level	Frequency (f)	Percentage%
Low	5	25
Moderate	10	50
High	5	25
Total	20	100

Hemi of the contestants displayed a rational intensity of affecting intellect. Whereas equivalent magnitude (25%) dropped into the small and extreme Emotional Intelligence classifications. This division required a calculated model for examining the capability impact of Neural Linguistics Programming procedures scheduled emotional intelligence growth.

Table 4. Emotional Intelligence and descriptive statistics

Variable	**Mean**	**Standard Deviation**
Emotional Intelligence (1 = Low, 2 = Moderate, 3 = High)	2.00	0.73

The mean Emotional intelligence result of 2.00 implies that contributors normally determined a measured degree of emotional intelligence. The reasonably modest standard deviation (SD = 0.73) indicates adequate dependability in Emotional Intelligence concentrations throughout the experiment.

Table 5. Distribution of Emotional Intelligence Gender wise

Emotional intelligence level	Male(f)%	Female(f)%	Total(f)%
Low	3(30)	2(20)	5(25)
Moderate	5(50)	5(50)	10(50)
High	2(20)	3(30)	5(25)
total	10(100)	10(100)	20(100)

Female contributors demonstrated marginally developed emotive intellect degrees than male participants. With a distinguished dimension of females (30%) categorized as elevated Emotive Intellect contrasted to males (20%). Conversely, balanced Emotive Intellect continued the predominant classification for both groupings.

Table 6. Qualitative Observations summary

Emerging themes	Frequency	percentage %
Strong Emotional competence	5	25
Developing Emotional competence	10	50
Limited Emotional competence	5	25

Total	20	100

Narrative Analysis

Qualitative scrutiny discovered three transparent models. Contributors grouped as high-pitched **Emotional** intelligence presented concentrated interactive recognition, energetic attending abilities, emotional terminology. Emotional Intelligence management drives through collective responsibilities. Those in the Emotional Intelligence classification confirmed compassion and confirmed encounter but sporadically proficient problems with emotional management, instinctive representation, or identity-revelation. Learners with modest Emotional Intelligence repeatedly averted fellow interface, demonstrated regulated emotional extraction. It indicated distress in struggle-determination performances. Particularly, several of these learners answered completely to Neural Linguistics Programming constructed approaches like mirroring, rapport building, reframing and anchoring, signifying the probable efficiency of these performances in nurturing emotional intelligence in the linguistic classroom.

Table .7 Overall Statistical Summary

Measure	value
Sample size N	20
Mean Age	21.90
Age SD	1.17
Mean Emotional score	2.00
Emotional SD	0.73
Intermediate proficiency participants	40
Moderate EI learners	50

5. Discussion

5.1 Neural Linguistics Programming as an Emotive Intellect Method

The qualitative data congregates on a fundamental realizing. Neural Linguistics Programming informed pedagogical interventions generated profound restrictions for Emotional intelligence extension about contrasting learner descriptions. The ductility of Neural Linguistics Programming methods adjustable to entity learning methods, competence levels and emotional commencing outlets appeared as a strategic pedagogical depth. Learners who originally demonstrated emotional prevention, regulated empathic approachability, or controlled self-controlling language exhibited considerable qualitative development diagonally the intervention stage.

5.2 Gender-Differentiated Emotive Intellect Trajectories

A hypothetically major discovering affects the difference in appearance of Emotive intellect improvement alongside gender lines. Feminine learners confirmed additional developed emotional terminology and critical readiness to employ in beginners' self-disclosure, positioning with sociocultural techniques of gender and emotion. Masculine contestants, though originally fewer vocally demonstrating psychologically, proved vigorous encounter with mission-fixated self-regulation strategies. These differentiations propose that Neural Linguistics Programming notified Emotive Intellect pedagogy might grant from gender-penetrating distinction in endeavor strategy.

5.3 The Role of Psychological Safety

A coherent meta-theme throughout learners' descriptions occurred the supremacy of psychosomatic protection to Emotive Intellect maturity. Neural Linguistics Programming rapport-building performances incorporating mirroring, pacing and the organization of constructive emotional anchors emerged to construct the affecting requirements required for exciting-captivating in emotional language practice. This finding has substantial consequences for language instructor instruction, accentuating the

consequence of directing instructors in the emotional components of classroom managers.

6. Conclusion and Inferences

This qualitative evaluation plans stout confirmation for the consolidative capability of Neural Linguistics Programming and emotional intelligence structures in talkative language instruction. The data establishes that coordinated Neural linguistics Programming interventions can enable important progression throughout all five of Goleman's Emotive Intellect magnitudes, with efficiency in the provinces of self-parameter, sympathy and communal assistances. Aimed at language instructors, these findings recommend that Neural linguistics Programming procedures epitomize respected, indication-grounded accumulation to the pedagogical toolkit. specifically for learners who expose emotional holding off. L2 affecting self-consciousness, or inadequate emotional terminology. Future research would explore longitudinal Emotive Intellect preservation, irritable-recognized repetition. The growth of confirmed Neural linguistics P-EI assessment instruments for language learning contexts. The language classroom, in its expressive complexity trainers who realize that Neuro-Linguistic Programming for all its theoretical uncertainty and experimental restrictions, has been designated great tangible. The superiority of human structure in learning outer space is not a surplus. presumption for learning and that trainers can acquire deliberate proficiencies for producing that connection.

Emotional intelligence exploration has independently impressed on a reported insight. The competence to distinguish, employ, recognize and standardize emotion is docile subsequent. Instantaneously imposed in a world of immediate social and outward alteration. The correlation between the backgrounds in the linguistic classroom. Wherever exclusively is most desirable. The language learner who is unable to complete the fearfulness of language. Reframe the dreadful conditions of incorrectness as the propriety of probability. That learner is confronting on two confronts simultaneously, separating with the language and with the emotional conditions of their identifiable learning.

This assessment has discovered that Neural linguistics Programming experienced pedagogy, pointedly accepted, conventionally impulsive and methodically. accountable, methods a convinced and propagative technique to involve that argument. The dissimilarity is not that Neural Linguistics Programming is predictable as a discipline. But that its reasonable understanding, whilst examined hostile to difficult Emotional Intelligence technique and endangered to the self-controlled examination of enlightening research. It produces the experimental continuation that its activists have long asserted for it. That put to the put to the test is what the area immediately entails.

In conclusion, the study may possibly help as a introductory orientation for future investigators, teacher trainers, curriculum designers and policymakers. They seek to incorporate emotionally receptive approaches to linguistic learning. It encourages an informative philosophy that recognizes novices not as inactive receivers of morphological intelligence but as psychologically composite human beings. Their intellectual and affecting magnitudes are inseparably interrelated.

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